Seymour Public Schools Curriculum
Public Speaking
2015-2016

<u>Public Speaking</u>

This course will introduce students to the fundamentals of effective oral and visual communication principles to promote personal, academic, and social competence and growth. Students will engage in a variety of activities: (1) planning, revising, and presenting speeches (introduction speech, informative speech, process speech, persuasive speech, interpretative speech, special occasion/social speech); (2) peer and self evaluation; (3) journaling and reflective responses; and (4) active engagement with the listening process. Through engagement with readings, lectures, class discussions, class exercises, and presentations, students will discover ways to become more effective communicators.

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Grade: 12 Semester	Subject: Effective Communication **Topics:** Defining communication, verbal and nonverbal communication, intrapersonal and interpersonal communication, effective/critical listening, journaling, peer evaluation and self-reflection
CSDE Standard	**Common Core State Standards** • Reading Standards for Literature (R.L.) • Reading Standards for Informational Text (R.I.) • Writing Standards (W) • Speaking and Listening Standards (S.L.) • Language Standards (L)
SHS Learning Expectations	1. Students will think critically 2. Students will communicate effectively and creatively 3. Students will access, evaluate, and use information for a variety of tasks and purposes
Enduring Understanding	• Communication is an active, not passive, process in which we exchange meaning with others. • Effective communicators use a variety of modes of expression to express and receive meaning, including both verbal and nonverbal language. • Communication can influence or be influenced by society and environment. • Communication enables us to gain and share information about self, others, and the world. • Elements of communication forms can be combined and manipulated to express ideas and create effects. • Strategies, tools, and technologies can be used to transform and interpret communication
Essential Questions	• What is effective communication? • How can we become effective communicators? • How do we know when we are communicating clearly? • Why is communication an active, not a passive, process? • Why is communicating sometimes difficult? • How can we use a variety of modes to express and receive messages? • Why is communication both a verbal and a nonverbal process? • How can an audience affect the communication process, including the modes by which we exchange meaning? • How have electronic communication systems influenced communication forms and standards of quality? • How do critical listening skills enhance one's ability to communicate effectively?
Content Standard:	**CC.11-12 R.L. 3** Analyze how the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed.)

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CC.11-12 R.L. 4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific words choice on meaning and tone including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)

CC.11-12 R.I. 4 Determine the meaning of words and phrases as they are used in a text, including figurative connotative, and technical meaning; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No.10).

CC. 11-12 R.I. 5 Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing and engaging.

CC. 11-12 R.I. 8 Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).

CC.11-12 W 1 Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

CC.11-12 W 1a Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s) counterclaims, reasons, and evidence.

CC.11-12 W 1b Develop claim(s) and counterclaims fairly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns, values and possible biases.

CC.11-12 W 1c Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

CC.11-12 W 1d Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

CC.11-12 W 1e Provide a concluding statement or section that follows from and supports the argument presented.

CC.11-12 W 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.

CC.11-12 W 2a Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g. headings), graphics (e.g. figures, tables), and multimedia when useful to aiding comprehension.

CC.11-12 W 2b Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

CC.11-12 W 2c Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

CC.11-12 W 2d Use precise language and domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

CC.11-12 W 2e Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

CC.11-12 W 2f Providing a concluding statement or section that follows from and supports the information or explanation presented (e.g. articulating implications or the significance of the topic).

CC.11-12 W 3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

CC.11-12 W 3a Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

CC.11-12 W 3b Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

CC.11-12 W 3c Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth or resolution).

CC.11-12 W 3d Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

CC.11-12 W 3e Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

CC.11-12 W 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.

CC.11-12 W 5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

CC.11-12 W 6 Use technology, including the Internet, to produce, publish, and update individual or share writing products in response to ongoing feedback, including new arguments or information.

CC.11-12 S.L. 1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11 – 12 topics, text, and issues, building on others' ideas and expressing their own clearly and persuasively.

CC.11-12 S.L. 1c Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify or challenge ideas and conclusions; and promote divergent and creative perspectives.

CC.11-12 S.L. 1d Respond thoughtfully to diverse perspectives, synthesize comments, claims and evidence made on all sides of an issue; resolve contradictions when possible determine what additional information or research is required to deepen the investigation or complete the task.

CC.11-12 S.L. 3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

CC.11-12 S.L. 4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed and the organization, development,

	substance, and style are appropriate to purpose, audience, and a range of formal or informal tasks. **CC.11-12 S.L. 5** Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. **CC.11-12 S.L. 6** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. **CC.11-12 L 1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. **CC. 11-12 L 1a** Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. **CC.11-12 L 1b** Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American English) as needed. **CC.11-12 L 2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. **CC.11-12 L 3** 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. **CC.11-12 L 5a** Interpret figures of speech (e.g., hyperbole, paradox in context and analyze their role in the text.
Performance Expectations (Student outcomes)	Students will: • Establish the importance of effective communication in various situations (in personal, academic, and social experiences). • Understand that communication is a multi-faceted process. • Identify speech as an important tool for thinking, learning, and communicating. • Evaluate the behaviors of effective speakers and listeners. • Consider listening as an active, constructive process. • Develop an understanding of the principles of effective oral and visual communication skills. • Enhance spoken and written presentations with appropriate visual, audio, multimedia, and other aids. • Write, edit, revise, and present a variety of speeches. • Organize information in a clear and logical manner to demonstrate the techniques of effective speech planning. • Build a foundation to eliminate roadblocks and to avoid communication breakdown that undermine the ability to become effective communicators.

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Strategies/Modes (examples)	Materials/Resources (examples)	Assessments (examples)
1. K-W-L, K-W-L Plus, B-K-W-L-Q 2. Skimming and Scanning 3. List-Group-Label 4. Book Pass 5. Text Structures and Support 6. Developing Questions for Reading: Concept Ladder 7. Word Study: Developing Content Vocabulary 8. Book in a Day 9. Word Study: How to Learn Content Vocabulary Through Context 10. Admit Slip: Establishing a Purpose for Reading 11. Anticipating Content: Here and Now, Predict-o-Gram, Story Impressions 12. Anticipation Guide 13. Reciprocal Teaching 14. DR-TA (Directed Reading-Thinking Activity) 15. REAP 16. Learning Logs 17. Compare/Contrast: Discovering Patterns 18. Questions Game 19. TAG (Textbook Activity Guide) 20. ReQuest 21. Cornell Note-Taking 22. QAR (Question-Answer Relationship) 23. Academic Notebooks: Writing to Learn 24. RAFT Writing (Role, Audience, Format, Topic) 25. Text Highlighting 26. SPAWN (Special Powers, Problem Solving, Alternative Viewpoints, What If, Next) 27. Test-Taking Strategies	**Content** Journaling, writing process, oral presentations, famous public speeches, various speeches (informative, persuasive, process, interpretive, special occasion/ social), methods of delivery (impromptu, extemporaneous, manuscript, memorized), communication terminology **Resources** *Speech: Skill, Process, Practice* by Beverly Turpack Keller (Center for Learning) *38 Basic Speech Experiences* by Clark S. Carlile and Dana V. Hensley (Perfection Learning) *Speech for Effective Communication* Revised Edition by Rudolph F. Verderber (Holt, Rinehart, and Winston) Teacher-generated material	**Unit Performance Tasks** Various homework assignments, class discussions, quizzes, tests, and oral presentations. **Unit Performance Assessment** Students will demonstrate their understanding of effective communication skills by developing and presenting a fifteen-eighteen minute informative speech utilizing a variety of visual and technological aids and conducting a question and answer session.

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28. PORPE (Predict, Organize, Rehearse, Practice, Evaluate) 29. Inquiry and Research: I-Charts 30. GIST (Generating Interactions Between Schemata and Texts) 31. Homework 32. Exclusion Brainstorming 33. Exit Slips		