

Wallingford Public Schools - HIGH SCHOOL COURSE OUTLINE

Course Title: Introduction to Public Speaking	Course Number:
Department: English	Grade(s): 11 & 12
Level(s): Academic	Credit: ½
Course Description: Rooted in the elements of effective communication, Public Speaking offers students practical skills to articulate their thoughts and organize their arguments of persuasion through the power of rhetoric, fluency, and organization. Also, it enables students to study the art of discourse through articulation, delivery, and written/verbal communication. Students will have opportunities to study the theory and practice the skills of job/college interviewing, impromptu speaking, informing, instructing, and persuasion.	
Required Instructional Materials: Speech - Glencoe, McGraw/Hill	Completion/Revision Date Approved by Board of Education on June 15, 2009

Mission Statement of the Curriculum Management Team

The mission of the Language Arts Curriculum Management Team is to ensure that all students develop a high level of proficiency and independence in reading, writing, speaking, listening, and viewing, enabling them to become lifelong, effective communicators in a culturally diverse society.

Enduring Understandings for the Course

- Refining public speaking skills enhances the effectiveness of communication.
- Awareness of audience enables effective communication.
- Effective communication drives the choices, decisions, and actions of the public.
- Listening enhances understanding which fosters stronger communication.
- Delivery style influences the effectiveness of communication.
- Word choice determines the impact and effectiveness of the message.
- Oral communication involves tone, mood, and emotion.
- Effective impromptu speech relies upon a critical moment of forethought.
- Unforeseen situations require students to muster public speaking skills to think and communicate spontaneously yet effectively within a given time frame.
- Demonstrating awareness of all sides enhances credibility with an audience while strengthening the argument.
- Appearance, posture, and poise influence the perceptions of others.
- Providing relevant and essential information demonstrates competency.
- Clear, concise communication determines how effectively an audience processes

information.
• Organization of ideas enhances the delivery and understanding of the message.
• Delivery determines the impact and effectiveness of the desired outcome.
• Persuasion integrates effective organization of ethical, logical, and/or emotional arguments.
• Substantiation of arguments with relevant support persuades an audience.

LEARNING STRAND

1.0 The Purposes and Types of Public Speaking

ENDURING UNDERSTANDING(S)

- Refining public speaking skills enhances the effectiveness of communication.
- Awareness of audience enables effective communication.
- Effective communication drives the choices, decisions, and actions of the public.
- Listening enhances understanding which fosters stronger communication.

ESSENTIAL QUESTION(S)

- What are effective communication skills?
- How do effective communication skills convey meaning?
- How does effective communication impact people's lives?

LEARNING OBJECTIVES The student will:

- 1.1 Define the five general purposes for public speaking.
- 1.2 Define effective communication.
- 1.3 Recognize that speaking serves a purpose.
- 1.4 Recognize the role the audience plays.
- 1.5 Determine which form of speaking meets their needs.

INSTRUCTIONAL SUPPORT MATERIALS

- Models
- Scenarios
- Research
- Websites/databases
- Articles

SUGGESTED INSTRUCTIONAL STRATEGIES

- Reviewing text
- Discussion
- Lecture
- Group scenarios
- Journaling

SUGGESTED ASSESSMENT METHODS

- Homework
- Quizzes
- Tests
- Reflective journal

LEARNING STRAND

2.0 How to Deliver Ideas

ENDURING UNDERSTANDING(S)

- Delivery style influences the effectiveness of communication.
- Oral communication involves tone, mood, and emotion.
- Word choice determines the impact and effectiveness of the message.
- Listening enhances understanding which fosters stronger communication.

ESSENTIAL QUESTION(S)

- What are the elements of delivery?
- What makes delivery effective?
- How does word choice impact message?

LEARNING OBJECTIVES – The students will:

2.1 Recognize the power of delivery skills:

- Articulation
- Enunciation
- Inflection
- Posture
- Poise
- Expression
- Gesticulation
- Tone
- Emphasis

2.2 Demonstrate effective delivery skills.

2.3 Evaluate the value of accurate word choice.

2.4 Employ effective word choice.

2.5 Critique peers through active listening.

INSTRUCTIONAL SUPPORT MATERIALS

- Models
- Scenarios
- Research
- Websites/databases
- Articles

SUGGESTED INSTRUCTIONAL STRATEGIES

- Discussion of technical vocabulary
- Evaluating models of delivery
- Questioning
- Reflective journal
- Examination of language
- Examination of delivery styles
- Group scenarios

SUGGESTED ASSESSMENT METHODS

- Homework
- Quizzes
- Tests
- Delivery of monologues
- Self/Peer-evaluation using rubrics
- Reflective journal

LEARNING STRAND

3.0 Impromptu Speaking

Note: This learning strand should be taught through the integration of other learning strands. This learning strand is not meant to be taught in isolation as a separate unit.

ENDURING UNDERSTANDING(S)

- Effective impromptu speech relies upon a critical moment of forethought.
- Unforeseen situations require students to muster public speaking skills to think and communicate spontaneously yet effectively within a given time frame.
- Demonstrating awareness of all sides enhances credibility with an audience while strengthening the argument.
- Listening enhances understanding which fosters stronger communication.

ESSENTIAL QUESTION(S)

- What are the critical elements of impromptu speech?
- How does drawing upon prior knowledge affect delivery?
- How do you organize your thoughts before you speak?
- Why is it important to know both sides of an issue before you speak?

LEARNING OBJECTIVES – The students will:

3.1 Identify the effective elements of impromptu speaking:

- Delivery style
- Critical thinking
- Organization
- Pacing

3.2 Synthesize all aspects of an issue to communicate a main idea.

3.3 Demonstrate the ability to organize ideas quickly and succinctly to communicate effectively.

3.4 Critique peers through active listening.

INSTRUCTIONAL SUPPORT MATERIALS

- Models
- Scenarios
- Research
- Websites/databases
- Articles

SUGGESTED INSTRUCTIONAL STRATEGIES

- Modeling delivery of speeches
- Evaluating sample speeches
- Scenarios
- Graphic organizers
- Group evaluation of speeches
- Self-Peer-evaluation of speeches using rubrics
- Group discussion
- Lecture
- Socratic questioning
- Videotaping student performance

SUGGESTED ASSESSMENT METHODS

- Homework
- Student delivery of speeches
- Self/peer-evaluation using rubrics
- Teacher observation of group activity
- Critiques
- Conferencing
- Reflective journals

LEARNING STRAND

4.0 Interviewing for Jobs and College

ENDURING UNDERSTANDING(S)

- Appearance, posture, and poise influence the perceptions of others.
- Delivery style influences the effectiveness of communication.
- Providing relevant and essential information demonstrates competency.
- Listening enhances understanding which fosters stronger communication.

ESSENTIAL QUESTION(S)

- What affects the perception of those who evaluate you?
- What is delivery style?
- How does delivery style influence message?
- What is relevant and essential information?
- How does relevant and essential influence competency?

LEARNING OBJECTIVES – The students will:

- 4.1 Analyze effective interview skills:
 - Delivery style
 - Preparedness
 - Appearance
 - Voice
 - Rapport
- 4.2 Demonstrate effective interview skills.
- 4.3 Utilize relevant information to substantiate ideas.
- 4.4 Evaluate the interview skills of their peers.
- 4.5 Synthesize the effectiveness of their interview skills through self-reflection.
- 4.6 Critique peers through active listening.
- 4.7 Synthesizing information through active listening
- 4.8 Responding accurately and succinctly through active listening

INSTRUCTIONAL SUPPORT MATERIALS

- Models
- Scenarios
- Research
- Websites/databases
- Articles

SUGGESTED INSTRUCTIONAL STRATEGIES

- Modeling delivery of interviews
- Evaluating sample interview question/answer
- Scenarios
- Graphic organizers
- Group evaluation of interviews
- Self-Peer-evaluation of interviews using rubrics
- Group discussion
- Lecture
- Socratic questioning
- Videotaping student performance

SUGGESTED ASSESSMENT METHODS

- Homework
- Response to questions
- Discussion
- Evaluation of mock interviews
- Assessment of student interviews
- Self/peer-evaluation using rubrics
- Teacher observation of group activity
- Critiques
- Conferencing (individual and group)
- Reflective journals

LEARNING STRAND

5.0 Speech to Inform/Instruct

ENDURING UNDERSTANDING(S)

- Clear, concise communication determines how effectively an audience processes information.
- Organization of ideas enhances the delivery and understanding of the message.
- Listening enhances understanding which fosters stronger communication.

ESSENTIAL QUESTION(S)

- How do you define clear and concise communication?
- How does an organized structure impact understanding?

LEARNING OBJECTIVES – The students will:

- 5.1 Write instructions in a clear, organized structure.
- 5.2 Deliver clear instructions to an audience
- 5.3 Revise instructions for clarity.
- 5.4 Evaluate the instructions of others.
- 5.5 Self-assess the effectiveness of their communication.
- 5.6 Critique peers through active listening.

INSTRUCTIONAL SUPPORT MATERIALS

- Models
- Scenarios
- Research
- Websites/databases
- Articles

SUGGESTED INSTRUCTIONAL STRATEGIES

- Modeling delivery of speeches
- Evaluating sample speech writing
- Scenarios
- Graphic organizers
- Group evaluation of speeches
- Self-Peer-evaluation of speeches using rubrics
- Group discussion
- Lecture
- Socratic questioning
- Videotaping/podcasting student performance

SUGGESTED ASSESSMENT METHODS

- Homework
- Speech writing
- Student delivery of speeches
- Self/peer-evaluation using rubrics
- Teacher observation of group activity
- Critiques
- Conferencing
- Reflective journals

LEARNING STRAND

6.0 Speech to Persuade

ENDURING UNDERSTANDING(S)

- Delivery determines the impact and effectiveness of the desired outcome.
- Persuasion integrates effective organization of ethical, logical, and/or emotional arguments.
- Substantiation of arguments with relevant support persuades an audience.
- Listening enhances understanding which fosters stronger communication.

ESSENTIAL QUESTION(S)

- What is delivery style?
- What is an effective argument?
- How do you support an argument?
- How should a speech be organized?
- How does organization impact the audience?

LEARNING OBJECTIVES – The students will:

- 6.1 Recognize the quality of well-written, persuasive speech.
- 6.2 Write original speeches with a clear, organized thought process.
- 6.3 Provide support to strengthen their argument.
- 6.4 Revise speeches upon reflection.
- 6.5 Employ delivery skills to communicate a message.
- 6.6 Evaluate the effectiveness of their peers' speeches.
- 6.7 Evaluate the effectiveness of their personal speeches.
- 6.8 critique peers through active listening.

INSTRUCTIONAL SUPPORT MATERIALS

- Models
- Scenarios
- Research
- Websites/databases
- Articles

SUGGESTED INSTRUCTIONAL STRATEGIES

- Modeling delivery of speeches
- Evaluating sample speech writing
- Scenarios
- Graphic organizers
- Group evaluation of speeches
- Self-Peer-evaluation of speeches using rubrics
- Group discussion
- Lecture
- Socratic questioning
- Videotaping/podcasting student performance

SUGGESTED ASSESSMENT METHODS

- Homework
- Speech writing
- Student delivery of speeches
- Self/peer-evaluation using rubrics
- Teacher observation of group activity
- Critiques
- Conferencing
- Reflective journals

Lyman Hall High School

COURSE FOCUS – STUDENT EXPECTATIONS/LEARNER OUTCOMES

School Mission Statement

At Lyman Hall High School, all students can achieve at high levels in a community that acknowledges its diversity and provides challenging programs designed to meet individual needs.

Course Title and Course Number:

STUDENT EXPECTATIONS/LEARNER OUTCOMES FOCUSED ON IN THIS COURSE

Academic Expectations

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Social Expectations

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Civic Expectations

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