

Speech I Curriculum Map Rev. 2010

Note: College and Career Readiness Standards are listed below Content.

Content

Introduction to the Communication Process, including: the communication model, verbal and non-verbal communication.

Overcoming Speech Anxiety – to discuss confidence, stage fright, and relaxation techniques.

Listening – critical listening, active listening, passive listening, characteristics of a good listener, becoming a better listener, appropriate audience behavior, and avoiding distractions.

Introductory Speech – examples would include: the “me in a bag” speech, collage speech, a basic “get to know you” speech.

Writing a Speech

- Topic selection – brain storming, audience analysis, & purpose.
- Organization – outline, introduction, body and conclusion
- Revision – editing and rewriting.

Speech Delivery

- Posture
- Eye contact
- Projection
- Volume
- Rate
- Articulation
- Gestures

Activities/Resources

Types of Speeches (any of these can be used in any combination)• Informative• Demonstration• Persuasive• Extemporaneous speaking• Special Occasion speech• Visual Aid speech• Original or Standard Oratory

Group Discussion

- Effective group leadership
- Effective group membership
- Managing group conflicts
- The problem solving process

Interviewing Skills

- Preparing for the interview, including research, evaluation of purpose, and materials required.
- First impression
- Types of questions – open & closed / positive, negative & neutral
- Response techniques – C.A.R. (Challenge, Action & Response)
- Appropriate attire
- Appropriate conduct
- Role playing exercises
- Writing and practicing interviews

Possible Additional Content Introduction to Acting•
Improvisations• Oral interpretation• Monologues• Acting
games• Duets Broadcasting & Forms of Media•
Newscasts• Radio Show• Talk Show

Assessment Options

- Outlines
- Written Speeches
- Oral Presentation
- Group Presentations
- Peer Evaluations
- Self Evaluations
- Quizzes
- Tests

College and Career Readiness Standards

Reading

A. Key Ideas and Details

- (1) Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- (2) Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

B. Craft and Structure

chapter) relate to each other and the whole.

- (4) Assess how point of view or purpose shapes the content and style of a text.

C. Integration of Knowledge and Ideas

in order to answer questions, solve problems, or compare modes of presentation.

sufficient to support the text's claims.

authors take.

D. Range and Level of Text Complexity

useful, rereading.

Writing

A. Text Types and Purposes

- (1) Write arguments to support a substantive claim with clear reasons and relevant and sufficient evidence.
- (2) Write informative/explanatory texts to convey complex information clearly and accurately through purposeful selection and organization of content.

B. Producing and Distribution of Writing

- (3) Produce writing in which the organization, development, substance, and style are appropriate to task, purpose, and audience.
- (4) Strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- (5) Use technology, including the Internet, to produce, publish, and interact with others about writing.

C. Research to Build Knowledge

- (6) Perform short, focused research projects as well as more sustained research in response to a focused research question, demonstrating understanding of the material under investigation.
- (7) Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate and cite the information while avoiding plagiarism.
- (8) Write in response to literary or informational sources, drawing evidence from the text to support analysis and reflection as well as to describe what they have learned.

D. Range of Writing

- (9) Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Speaking and Listening

A. Comprehension and Collaboration

- (1) Participate effectively in a range of interactions (one-on-one and in groups), exchanging information to advance a discussion and to build on the input of others.
- (2) Integrate and evaluate information from multiple oral, visual, or multimodal sources in order to answer questions, solve problems, or build knowledge.
- (3) Evaluate the speaker's point of view, reasoning, and use of evidence and rhetoric.

B. Presentation of Knowledge and Ideas

- (4) Present information, evidence, and reasoning in a clear and well-structured way appropriate to purpose and audience.
- (5) Adapt speech to a variety of contexts and communicative tasks, demonstrating a command of formal English when indicated or appropriate.
- (6) Listen and respond appropriately to presentations and performances of peers or published works such as original essays or narratives, interpretations of poetry, and individual or group performances.