

## Speak it!

<b>Curriculum/Content Area:</b> ELA/Speech Communication	<b>Course Length:</b> 45 days
<b>Course Title:</b> Speak it!	<b>Date last reviewed:</b> October 2018
<b>Prerequisites:</b> None	<b>Board approval date:</b> December 2018

## Desired Results

**Course description and purpose:** Whether you simply want to refine your speaking skills or if you love to speak in in public, SPEAK IT! is the class for you. This course is designed to help you become more comfortable speaking in class, in front of an audience, or on the stage. Students will learn strategies to clearly and effectively communicate with others in a variety of settings. In addition, students will learn performance skills that will help with acting, forensics, and presentations. Students will learn to communicate ideas effectively with confidence!

\*This is a repeatable course.

<b>Enduring Understandings:</b>	<b>Essential Questions:</b>
<ol style="list-style-type: none"> <li>1. Creativity, Critical Thinking, Collaboration, and Communication are essential to success in any academic or work environment.</li> <li>2. Students communicate effectively for a given purpose and audience.</li> <li>3. Students speak, listen, and respond thoughtfully in discussion.</li> <li>4. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</li> <li>5. Students will create a character through physical movement, adapting movement, and making physical choices to fit the requirements of the scene.</li> <li>6. Students will create a character verbally, adapting language choices and dialogue to fit requirements of the scene.</li> </ol>	<ol style="list-style-type: none"> <li>1. How can one overcome stage fright?</li> <li>2. What type of speech presentation approach is best for me and the situation?</li> <li>3. How does one prepare for and deliver an effective speech?</li> <li>4. How should public speakers present themselves while delivering speech?</li> <li>5. How do both verbal and nonverbal communication impact the communication process?</li> <li>6. How do communication skills affect one's life personally, professionally, and socially?</li> <li>7. How are the processes of articulation and</li> </ol>

	<p>voice productions used for effective speech delivery?</p> <p>8. How does physical movement and dialogue fit requirements of a scene?</p> <p>9. How should public speakers present themselves while acting?</p>
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<b>Priority Standards</b>
<p><b>Common Core Standards for English Language Arts and Literacy:</b></p> <p><b>WI.ELA.SL1</b> Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.</p> <p><b>WI.ELA.SL3</b> Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.</p> <p><b>WI.ELA.SL4</b> Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p> <p><b>WI.ELA.SL5</b> Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p>

<b>Unit 1: Overcoming Stage Fright</b>
<p><b>Essential Questions:</b></p> <ol style="list-style-type: none"> <li>1. How can one overcome stage fright?</li> <li>2. How does one prepare for and deliver an effective speech?</li> <li>3. How should public speakers present themselves while delivering speech?</li> <li>4. How do both verbal and nonverbal communication impact the communication process?</li> <li>5. How are the processes of articulation and voice productions used for effective speech delivery?</li> </ol> <p><b>Topics of Study:</b></p> <ol style="list-style-type: none"> <li>A. Stage fright and reasons why we have it</li> <li>B. Strategies to overcome stage fright</li> <li>C. Becoming comfortable in front of a group of people</li> </ol>
<b>Standards:</b>
<p><b>Common Core Standards for English Language Arts and Literacy:</b></p>

<p><b>WI.ELA.SL1</b> Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p><b>WI.ELA.SL3</b> Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</p> <p><b>WI.ELA.SL4</b> Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p> <p><b>WI.ELA.SL5</b> Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p>	
<b>Learning Targets:</b>	
<ul style="list-style-type: none"> <li>• I can identify and use strategies to help overcome stage fright. (WI.ELA.SL1, WI.ELA.SL3, WI.ELA.SL4)</li> <li>• I can identify my own challenges in public speaking. (WI.ELA.SL1, WI.ELA.SL3, WI.ELA.SL4, WI.ELA.SL5)</li> </ul>	
<b>Assessment Evidence:</b>	
<p><b>Performance Assessment Options</b>  <i>May include, but are not limited to the following:</i></p> <ul style="list-style-type: none"> <li>• Create a visual product</li> </ul>	<p><b>Other assessment options</b>  <i>May include, but are not limited to the following:</i></p> <ul style="list-style-type: none"> <li>• Peer evaluation</li> </ul>
<b>Digital Tools &amp; Supplementary Resources:</b>	
Creative Communications by Fran Averett Tanner	

<b>Unit 2: Conflict Resolution</b>
<p><b>Essential Questions:</b></p> <ol style="list-style-type: none"> <li>1. How can one overcome stage fright?</li> <li>2. How should public speakers present themselves while delivering speech?</li> <li>3. How do both verbal and nonverbal communication impact the communication process?</li> <li>4. How do communication skills affect one's life personally, professionally, and socially?</li> <li>5. How are the processes of articulation and voice productions used for effective speech delivery?</li> <li>6. How does physical movement and dialogue fit requirements of a scene?</li> <li>7. How should public speakers present themselves while acting?</li> </ol> <p><b>Topics of Study:</b></p> <ol style="list-style-type: none"> <li>A. Strategies to resolve conflicts</li> </ol>

**Standards:**

**Common Core Standards for English Language Arts and Literacy:**

- WI.ELA.SL1** Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- WI.ELA.SL3** Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
- WI.ELA.SL4** Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- WI.ELA.SL5** Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

**Learning Targets:**

- I can identify and use strategies to resolve conflicts. (WI.ELA.SL1, WI.ELA.SL3, WI.ELA.SL4)
- I can develop strategies for dealing with hurtful behavior. (WI.ELA.SL1, WI.ELA.SL3, WI.ELA.SL4)
- I can work with my peers to create an environment in which students treat each other respectfully. (WI.ELA.SL1, WI.ELA.SL3, WI.ELA.SL4, WI.ELA.SL5)

**Assessment Evidence:**

**Performance Assessment Options**

*May include, but are not limited to the following:*

- Student choice of Speech dramatic skit, or soap opera scene

**Other assessment options**

*May include, but are not limited to the following:*

- Peer evaluation
- Forensics: Informative speech

**Digital Tools & Supplementary Resources:**

Creative Communications by Fran Averett Tanner

**Unit 3 Funny Friends- using humor to inform and entertain**

**Essential Questions**

1. How can one overcome stage fright?
2. How do both verbal and nonverbal communication impact the communication process?
3. How do communication skills affect one's life personally, professionally, and socially?
4. How are the processes of articulation and voice productions used for effective speech delivery?

5. How does physical movement and dialogue fit requirements of a scene?
6. How should public speakers present themselves while acting?

**Topics of Study:**

- A. Humorous solo acting (Forensics)
- B. Impromptu (Forensics)
- C. Body language and voice
- D. Improvisation and use of props

**Standards:**

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- WI.ELA.SL4** Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- WI.ELA.SL5** Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

**Learning Targets:**

- I can use self evaluation to improve future public speaking experiences. (WI.ELA.SL1, WI.ELA.SL3, WI.ELA.SL4)
- I can use physical movement and dialogue to fit requirements of a scene.(WI.ELA.SL1,WI.ELA.SL4, WI.ELA.SL5)
- I can use both verbal and nonverbal communication to impact the communication process. (WI.ELA.SL1, WI.ELA.SL3, WI.ELA.SL4)

**Assessment Evidence:**

**Performance Assessment Options**

*May include, but are not limited to the following:*

- Student choice - Forensic presentation, Scenes from a movie or play, dinner theatre
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**Other assessment options**

*May include, but are not limited to the following:*

- Poetry readings
- Peer evaluation

**Digital Tools & Supplementary Resources:**

Creative Communications by Fran Averett Tanner

**Unit 4: I'd Like to Thank the Academy** -How to write the best speech for any occasion.

**Essential Questions**

1. How can one overcome stage fright?
2. What type of speech presentation approach is best for me and the situation?
3. How does one prepare for and deliver an effective speech?
4. How should public speakers present themselves while delivering speech?
5. How do both verbal and nonverbal communication impact the communication process?
6. How do communication skills affect one's life personally, professionally, and socially?
7. How are the processes of articulation and voice productions used for effective speech delivery?

**Topics of Study:**

- A. Skills for writing a speech.

**Standards:**

**Common Core Standards for English Language Arts and Literacy:**

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- WI.ELA.SL5** Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

**Learning Targets:**

- I can prepare for and deliver an effective speech. (WI.ELA.SL1,WI.ELA.SL4, WI.ELA.SL5)
- I can consider my audience when preparing for and delivering a speech.(WI.ELA.SL1,WI.ELA.SL4, WI.ELA.SL)

**Assessment Evidence:**

**Performance Assessment Options**

*May include, but are not limited to the following:*

- Assessment: Give a speech to entertain.  
Student choice - When in your life will you have to give a speech?

**Other assessment options**

*May include, but are not limited to the following:*

- Peer evaluation

**Digital Tools & Supplementary Resources:**

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