Wilson Area School District
Planned Course Guide

Title of Planned Course: Public Speaking Elective

Subject Area: English

Grade Level: 10, 11, 12

Course Description: This course is designed to inform the student of the basics of public speaking in both small and large group settings: speech study, audience analysis, outlining, documentation, organizational skills, word choice, presentation, and improvisation. In addition, this course hopes to combat the fears associated with public speaking, as well as bring out the speaking attributes of each individual.

Course Objectives: By the end of the course students will be able to:
- Demonstrate an understanding of the basic principles of oral communication
- Support ideas with evidence and reasoning
- Organize the message for effective communication
- Prepare and revise drafts of speech
- Demonstrate use of correct grammar, punctuation, spelling, etc.
- Create speaking notes from a full speech manuscript
- Employ visual aids to reinforce and clarify the verbal message
- Distinguish main points from minor points in written and oral discourse
- Evaluate the credibility of sources and the reliability of claims in supporting materials
- Assess the validity of reasoning in public discourse
- Distinguish among the introduction, body, and conclusion of a public speech
- Demonstrate skills in researching, writing, and organizing effective presentations that are appropriate to particular audiences
- Analyze various audiences and speech occasions.
- Write and present informative and persuasive speeches

Time/Credit for this Course: Half Year / 0.5 Credit

Curriculum Writing Committee: Edward Goodenough

Wilson Area School District
Course Materials

Title of Planned Course: Public Speaking Elective

Textbook: *The Art of Public Speaking.* Stephen Lucas. 12th ed. McGraw Hill
Publishers.

Teacher Resources:
- McGraw Hill Education will supply instructor resources in conjunction with the text *The Art of Public Speaking.* Online editions will be available to students and teachers with additional online support at mhhe.com/connectlucas.

- Supplemental video excerpts to reinforce lessons are also provided by the company.

- Teacher resources within Connect include *Connect Insight, Connect Reports, Instructor's Manual, Test Bank, PowerPoint Slides with Video Clips,* and *Teaching Public Speaking Online.*

Wilson Area School District
Curriculum Map

Fall Calendar

August/September:
- Introduction to Public Speaking
  - Speaking in Public
    - Seven elements of speech
  - Giving your First Speech
    - Ice-Breaker Speech
- Speech Preparation
  - Ethics and Public Speaking
    - Five guidelines of ethical speech
    - Three types of plagiarism
  - Selecting a Topic and Purpose
    - Central Ideas and Effectiveness

October:
- Speech Preparation (continued)
  - Speaking on Special Occasions
    - Purpose of and guidelines for special occasion speeches
  - Formal Speech #1- Speech of Introduction, Presentation, Acceptance or Commemorative Speech
- Speaking to Inform
  - Organizing the Body
    - Main Points, Supporting Materials, and Connectives
  - Speaking to Inform
    - Four types of Informative Speeches
    - Six Guidelines
  - Outlining
    - Preparation and Speaking Outlines

November:
- Speaking to Inform (continued)
  - Supporting Ideas
    - Examples, Statistics, Testimony, and Citation
  - Visual Aids
    - Six Types
    - Technology
  - Beginning and Ending the Speech
    - Four Objectives of Introduction
    - Two Objectives of the Conclusion
  - Major Speech #2- Informative Speech
    - Prepare and Present

December:
- Speaking to Persuade
  - Speaking to Persuade
    - Speeches of Fact, Value, and Policy
  - Using Language
    - Accurate, Clear, Vivid, and Appropriate Usage
  - Delivery
    - Four Basic Methods
    - Voice and Body
  - Methods of Persuasion
    - Evidence
    - Reasoning
    - Fallacies
    - Appeals-Ethical and Emotional
  - Major Speech#3 - Persuasive
    - Prepare and Present

January:
- Collaborative Speech
  - Listening
    - Becoming a Better Listener
  - Speaking in Small Groups
    - Five Basic Responsibilities
  - Project- Small Group Presentation
    - Define a problem, analyze a problem, establish a solution, generate potential solutions, and select the best solution
    - Present Findings to the Class

Spring Calendar

January:
- Introduction to Public Speaking
  - Speaking in Public
    - Seven elements of speech
  - Giving your First Speech
    - Ice-Breaker Speech

February:
- Speech Preparation
  - Ethics and Public Speaking
    - Five guidelines of ethical speech
    - Three types of plagiarism
  - Selecting a Topic and Purpose
    - Central Ideas and Effectiveness
  - Speaking on Special Occasions
    - Purpose of and guidelines for special occasion speeches
  - Formal Speech #1- Speech of Introduction, Presentation, Acceptance or Commemorative Speech

- Speaking to Inform
    - Organizing the Body
        - Main Points, Supporting Materials, and Connectives
    - Speaking to Inform
        - Four types of Informative Speeches
        - Six Guidelines

March:
- Speaking to Inform (continued)
    - Outlining
        - Preparation and Speaking Outlines
    - Supporting Ideas
        - Examples, Statistics, Testimony, and Citation
    - Visual Aids
        - Six Types
        - Technology
    - Beginning and Ending the Speech
        - Four Objectives of Introduction
        - Two Objectives of the Conclusion
    - Major Speech #2- Informative Speech
        - Prepare and Present

April:
- Speaking to Persuade
    - Speaking to Persuade
        - Speeches of Fact, Value, and Policy
    - Using Language
        - Accurate, Clear, Vivid, and Appropriate Usage
    - Delivery
        - Four Basic Methods
        - Voice and Body
    - Methods of Persuasion
        - Evidence
        - Reasoning
        - Fallacies
        - Appeals-Ethical and Emotional
    - Major Speech#3 - Persuasive
        - Prepare and Present

May-June:
- Collaborative Speech
    - Listening
        - Becoming a Better Listener
    - Speaking in Small Groups
        - Five Basic Responsibilities
    - Project- Small Group Presentation
        - Define a problem, analyze a problem, establish a solution, generate potential solutions, and select the best solution
        - Present Findings to the Class

Curriculum Scope and Sequence

Planned Course: Public Speaking Elective

Unit: Introduction to Public Speaking

Time Frame: Two Weeks

Common Core Standards: CC1.4.H; CC1.4.Q; CC1.4.R; CC1.5.A; CC1.5. D; CC1.5.E; CC1.5.G.

Essential Content/Objectives: By the end of the unit, students will be able to:
- Distinguish between effective and ineffective characteristics of public speakers.

Core Activities:
- Read *The Art of Public Speaking*: Chapter 1- "Speaking in Public" and complete the chapter activities to analyze the seven elements of the speech communication process (speaker, message, channel, listener, feedback, interference, and situation)
- Read *The Art of Public Speaking*: Chapter 4- "Giving your 1st Speech" and discuss tips for preparing and delivering speeches, view and analyze sample speeches
- Participate in a variety of miniature speaking exercises
- Draft, revise, edit, and practice their first ice-breaker speech before presenting in front of the class
- Take notes independently, with skeleton notes, with graphic organizers, in small groups, with partners, or in large group instruction
- Discuss review questions and exercises for critical thinking for each chapter in small groups and/or in large group instruction
- Engage in classroom discussion that may include but are not limited to rhetoric, chapter themes, speech techniques, example speeches, and students' personal involvement with the text
- Extend their academic vocabulary through a variety of methods, which may include note taking, class discussion, worksheets, graphic organizers, games, flashcards, writing assignments, quizzes, and tests
- Present in front of the class in both formal and informal settings

Extension:
- Read/listen to other example speeches by utilizing McGraw-Hill-Connect
- Additional selection questions and ideas for speech projects as well as other study guides are available on McGraw-Hill-Connect
- Students will be encouraged to use academic vocabulary in discussion

Remediation:
- Students struggling with the text may seek additional assistance after school or before school with their teacher

Instructional Methods: Instructional methods may include but are not limited to the following:

- Direct instruction
- Large and small group discussion
- Independent practice, group practice
- Games, puzzles, jigsaws
- Speech demonstrations
- Class editing, peer editing, independent editing
- Reading support techniques such as talking to the text in various formats as well as other teacher-generated activities focusing on presentation, grammar, and writing instruction

Materials and Resources:

- *The Art of Public Speaking*: Chapter 1- "Speaking in Public
- *The Art of Public Speaking*: Chapter 4- "Giving your 1st Speech"
- *The Art of Public Speaking* Online Edition-McGraw-Hill- Connect

Assessments: Assessments may include but are not limited to the following:

- Class discussion, individual discussion
- Quizzes, tests
- Journals/Blogs
- Writing assignment rough and/or final drafts
- Formal speeches
- Teacher generated scoring rubrics, textbook rubrics, or other teacher-generated assessment tools

Curriculum Scope and Sequence

Planned Course: Public Speaking Elective

Unit: Speech Preparation

Time Frame: Two-Three Weeks

Common Core Standards:CC1.4.H; CC1.4.I; CC1.4.J; CC1.4.Q; CC1.4.R; CC1.4.T; CC14.U; CC1.5.A; CC1.5.D; CC1.5.E; CC1.5.G.

Essential Content/Objectives: By the end of the unit, students will be able to:
- Identify and determine global, patchwork, and incremental plagiarism
- Produce clear and coherent writing and speech
- Develop and strengthen writing and speaking skills by planning, revising, editing, and practicing
- Demonstrate command of English grammar and usage, spell and pronounce correctly and apply knowledge of language to make effective choices for meaning
- Demonstrate command of ethical public speaking skills

Core Activities:
- Read *The Art of Public Speaking*: Chapter 2- "Ethics" " and complete the chapter activities to analyze the five basic guidelines for ethical public speaking
- Read *The Art of Public Speaking*: Chapter 5- "Selecting a Topic" and determine the general and specific purpose of speech and draft effective central ideas
- Read *The Art of Public Speaking*: Chapter 18- "Speaking on Special Occasions" and analyze speeches of introduction, presentation, acceptance, and commemorative speeches
- Participate in a variety of miniature speaking exercises
- Draft, revise, edit, and present Formal Speech #1- Speech of Introduction, Presentation, Acceptance or Commemorative Speech
- Take notes independently, with skeleton notes, with graphic organizers, in small groups, with partners, or in large group instruction
- Discuss review questions and exercises for critical thinking for each chapter in small groups and/or in large group instruction
- Engage in classroom discussion that may include but are not limited to rhetoric, chapter themes, speech techniques, example speeches, and students' personal involvement with the text
- Extend their academic vocabulary through a variety of methods, which may include note taking, class discussion, worksheets, graphic organizers, games, flashcards, writing assignments, quizzes, and tests
- Present in front of the class in both formal and informal settings

Extension:
- Students may read/listen to other example speeches by utilizing McGraw-Hill-Connect
- Additional selection questions and ideas for speech projects as well as other study guides are available on McGraw-Hill-Connect
- Students will be encouraged to use academic vocabulary in discussion

Remediation:
- Students struggling with the text may seek additional assistance after school or before school with their teacher

Instructional Methods: Instructional methods may include but are not limited to the following:
- Direct instruction
- Large and small group discussion
- Independent practice, group practice
- Games, puzzles, jigsaws
- Speech demonstrations
- Class editing, peer editing, independent editing
- Reading support techniques such as talking to the text in various formats as well as other teacher-generated activities focusing on presentation, grammar, and writing instruction

Materials and Resources:
- *The Art of Public Speaking*: Chapter 2- "Ethics"
- *The Art of Public Speaking*: Chapter 5- "Selecting a Topic"
- *The Art of Public Speaking*: Chapter 18- "Speaking on Special Occasions"
- *The Art of Public Speaking* Online Edition-McGraw-Hill-Connect

Assessments: Assessments may include but are not limited to the following:
- Class discussion, individual discussion
- Quizzes, tests
- Journals/Blogs
- Writing assignment rough and/or final drafts
- Formal speeches
- Teacher generated scoring rubrics, textbook rubrics, or other teacher-generated assessment tools

Curriculum Scope and Sequence

Planned Course: Public Speaking Elective

Unit: Speaking to Inform

Time Frame: Four- Five Weeks

Common Core Standards: CC1.4.H; CC1.4.I; CC1.4.J; CC1.4.Q; CC1.4.R; CC1.4.T; CC1.4.U; CC1.4.W; CC1.5.A; CC1.5.C; CC1.5.D; CC1.5.E; CC1.5.G.

Essential Content/Objectives: By the end of the unit, students will be able to:
- Analyze and evaluate organizational structure, determine the specific purpose, central idea, and main point, develop an effective order of main points, identify supporting materials, and acquire and use accurately connectives to tie the speech together
- Apply the six guidelines of informative speeches to a sample speech
- Identify and analyze preparation and speaking outlines
- Create a preparation outline and a speaking outline
- Apply knowledge of supporting ideas to make effective choices in speech writing as well as to correctly cite sources
- Evaluate the use of visual aids and determine the appropriate presentation method for personal speeches
- Create speech introductions and conclusions
- Demonstrate command of informative public speaking skills

Core Activities:
- Read *The Art of Public Speaking*: Chapter 9- "Organizing the Body."
- Read *The Art of Public Speaking*: Chapter 15- "Speaking to Inform" and analyze and evaluate the four categories of informative speeches- speeches about objects, processes, events, and concepts
- Read *The Art of Public Speaking*: Chapter 11- "Outlining"
- Read *The Art of Public Speaking*: Chapter 8- "Supporting Ideas" to identify examples, statistics, and testimony.
- Read *The Art of Public Speaking*: Chapter 14- "Visual Aids" and create visual aids
- Read *The Art of Public Speaking*: Chapter 10- "Beginning and Ending" and identify the four objectives of introduction as well as the two objections of conclusion
- Participate in a variety of miniature speaking exercises
- Draft, revise, and edit Major Speech #2- Speaking to Inform in order to produce clear and coherent writing and speech
- Take notes independently, with skeleton notes, with graphic organizers, in small groups, with partners, or in large group instruction
- Discuss review questions and exercises for critical thinking for each chapter in small groups and/or in large group instruction

- Engage in classroom discussion that may include but are not limited to rhetoric, chapter themes, speech techniques, example speeches, and students' personal involvement with the text
- Extend their academic vocabulary through a variety of methods, which may include note taking, class discussion, worksheets, graphic organizers, games, flashcards, writing assignments, quizzes, and tests
- Present in front of the class in both formal and informal settings

Extension:
- Read/listen to other example speeches by utilizing McGraw-Hill- Connect
- Additional selection questions and ideas for speech projects as well as other study guides are available on McGraw-Hill-Connect
- Students will be encouraged to use academic vocabulary in discussion

Remediation:
- Students struggling with the text may seek additional assistance after school or before school with their teacher

Instructional Methods: Instructional methods may include but are not limited to the following:
- Direct instruction
- Large and small group discussion
- Independent practice, group practice
- Games, puzzles, jigsaws
- Speech demonstrations
- Class editing, peer editing, independent editing
- Reading support techniques such as talking to the text in various formats as well as other teacher-generated activities focusing on presentation, grammar, and writing instruction

Materials and Resources:
- *The Art of Public Speaking*: Chapter 9- "Organizing the Body"
- *The Art of Public Speaking*: Chapter 15- "Speaking to Inform"
- *The Art of Public Speaking*: Chapter 11- "Outlining"
- *The Art of Public Speaking*: Chapter 8- "Supporting Ideas"
- *The Art of Public Speaking*: Chapter 14- "Visual Aids"
- *The Art of Public Speaking*: Chapter 10- "Beginning and Ending"
- *The Art of Public Speaking* Online Edition-McGraw-Hill- Connect

Assessments: Assessments may include but are not limited to the following:
- Class discussion, individual discussion
- Quizzes, tests
- Journals/Blogs
- Writing assignment rough and/or final drafts
- Formal speeches
- Teacher generated scoring rubrics, textbook rubrics, or other teacher-generated assessment tools

Curriculum Scope and Sequence

Planned Course: Public Speaking Elective

Unit: Speaking to Persuade

Time Frame: Four-Five Weeks

Common Core Standards: CC1.4.H; CC1.4.I; CC1.4.J; CC1.4.Q; CC1.4.R; CC1.4.T; CC1.4.U; CC1.4.W; CC1.5.A; CC1.5.B; CC1.5.C; CC1.5.D; CC1.5.E; CC1.5.G.

Essential Content/Objectives: By the end of the unit, students will be able to:
- Analyze and evaluate speeches of fact, value and policy
- Determine the meaning of words and phrases as they are used in speech, including figurative and connotative meanings
- Analyze how an author's choices concerning language contribute to its overall meaning as well as its aesthetic and persuasive impact
- Evaluate the use of appeals-ethical and emotional
- Demonstrate command of persuasive public speaking skills

Core Activities:
- Read *The Art of Public Speaking*: Chapter 16- "Speaking to Persuade"
- Read *The Art of Public Speaking*: Chapter 12- "Using Language" and analyze the impact of diction
- Read *The Art of Public Speaking*: Chapter 13- "Delivery" and determine how one's use of voice and body convey the message expressed by words
- Read *The Art of Public Speaking*: Chapter 17- "Methods of Persuasion" and identify and provide evidence and reasoning to add credibility to speeches and determine logical fallacies to avoid use of fallacies in personal speeches
- Participate in a variety of miniature speaking exercises
- Draft, revise, and edit Major Speech #3- Speaking to Persuade in order to produce clear and coherent writing and speech
- Take notes independently, with skeleton notes, with graphic organizers, in small groups, with partners, or in large group instruction
- Discuss review questions and exercises for critical thinking for each chapter in small groups and/or in large group instruction
- Engage in classroom discussion that may include but are not limited to rhetoric, chapter themes, speech techniques, example speeches, and students' personal involvement with the text
- Extend their academic vocabulary through a variety of methods, which may include note taking, class discussion, worksheets, graphic organizers, games, flashcards, writing assignments, quizzes, and tests
- Present in front of the class in both formal and informal setting

Extension:
- Read/listen to other example speeches by utilizing McGraw-Hill-Connect
- Additional selection questions and ideas for speech projects as well as other study guides are available on McGraw-Hill-Connect
- Students will be encouraged to use academic vocabulary in discussion

Remediation:
- Students struggling with the text may seek additional assistance after school or before school with their teacher

Instructional Methods: Instructional methods may include but are not limited to the following:
- Direct instruction
- Large and small group discussion
- Independent practice, group practice
- Games, puzzles, jigsaws
- Speech demonstrations
- Class editing, peer editing, independent editing
- Reading support techniques such as talking to the text in various formats as well as other teacher-generated activities focusing on presentation, grammar, and writing instruction

Materials and Resources:
- *The Art of Public Speaking*: Chapter 16- "Speaking to Persuade"
- *The Art of Public Speaking*: Chapter 12- "Using Language"
- *The Art of Public Speaking*: Chapter 13- "Delivery"
- *The Art of Public Speaking*: Chapter 17- "Methods of Persuasion"
- *The Art of Public Speaking* Online Edition-McGraw-Hill- Connect

Assessments: Assessments may include but are not limited to the following:
- Class discussion, individual discussion
- Quizzes, tests
- Journals/Blogs
- Writing assignment rough and/or final drafts
- Formal speeches
- Teacher generated scoring rubrics, textbook rubrics, or other teacher-generated assessment tools

Curriculum Scope and Sequence

Planned Course: Public Speaking Elective

Unit: Collaborative Speech

Time Frame: Four-Five Weeks

Common Core Standards: CC1.4.H; CC1.4.I; CC1.4.**J**; CC1.4.Q; CC1.4.R; CC1.4.T; CC1.4.U; CC1.4.V; CC1.4.W; CC1.5.A; CC1.5.B; CC1.5.C; CC1.5.D; CC1.5.E; CC1.5.G.

Essential Content/Objectives: By the end of the unit, students will be able to:
- Self-evaluate listening skills
- Collaborate to define a global issue, analyze the underlying problem, establish potential solutions, and develop a speech and presentation

Core Activities:
- Read *The Art of Public Speaking*: Chapter 3- "Listening" and identify the four types of listening- appreciative, empathic, comprehensive, and critical
- Read *The Art of Public Speaking*: Chapter 19- "Speaking in Small Groups" and determine the five basic responsibilities in a small group, apply the reflective-thinking method to create a group presentation, and define a problem, analyze a problem, establish a solution, generate potential solutions, select the best solution and then present the findings
- Participate in a variety of miniature speaking exercises
- Draft, revise, and edit Small Group Presentation
- Take notes independently, with skeleton notes, with graphic organizers, in small groups, with partners, or in large group instruction
- Discuss review questions and exercises for critical thinking for each chapter in small groups and/or in large group instruction
- Engage in classroom discussion that may include but are not limited to rhetoric, chapter themes, speech techniques, example speeches, and students' personal involvement with the text
- Extend their academic vocabulary through a variety of methods, which may include note taking, class discussion, worksheets, graphic organizers, games, flashcards, writing assignments, quizzes, and tests
- Present in front of the class in both formal and informal settings

Extension:
- Read/listen to other example speeches by utilizing McGraw-Hill-Connect
- Additional selection questions and ideas for speech projects as well as other study guides are available on McGraw-Hill-Connect
- Students will be encouraged to use academic vocabulary in discussion

Remediation:
- Students struggling with the text may seek additional assistance after school or before school with their teacher

Instructional Methods: Instructional methods may include but are not limited to the following:

- Direct instruction
- Large and small group discussion
- Independent practice, group practice
- Games, puzzles, jigsaws
- Speech demonstrations
- Class editing, peer editing, independent editing
- Reading support techniques such as talking to the text in various formats as well as other teacher-generated activities focusing on presentation, grammar, and writing instruction

Materials and Resources:

- *The Art of Public Speaking*: Chapter 3- "Listening"
- *The Art of Public Speaking*: Chapter 19- "Speaking in Small Groups"
- *The Art of Public Speaking* Online Edition-McGraw-Hill- Connect

Assessments: Assessments may include but are not limited to the following:

- Class discussion, individual discussion
- Quizzes, tests
- Journals/Blogs
- Writing assignment rough and/or final drafts
- Formal speeches
- Teacher generated scoring rubrics, textbook rubrics, or other teacher-generated assessment tools