

Curriculum Guide Speech

Unit 1 Introduction to Speech

Biblical Worldview Essential Questions

Understand God is the Creator of all language.
Our voices can be used for praising and thanking God.

1 Week

S1, S2, S3, S4, S6

Objectives	Methods	Resources	Assessment
<p>The student will:</p> <ul style="list-style-type: none">• Learn the elements of public speaking• Recognize tongue twisters• Speak clearly• Understand the importance of oral exercises to be able to orally read “You’ll Drink Your Orange Juice and Like it Comrade” by Ogden Nash• Be introduced to the one-minute box	<ul style="list-style-type: none">• Lecture• Video• Teacher will demonstrate tongue twisters to the class (parroting)• Orally participate once per week (Fridays) with the one-minute box (teacher demonstration the first time)	<ul style="list-style-type: none">• Teacher prepared handouts of poem and tongue twisters• One-minute card box with various topics• Speech introduction video, <i>Learn Public Speaking</i>	<ul style="list-style-type: none">• Participation on one-minute box impromptu speeches• Recite with partners the tongue twisters• Read Nash’s poem orally in front of the class

Unit 2 Introduction Speech

Biblical Worldview Essential Questions

Are you a Christian?

Do you display Christian attributes in your life?

1 Weeks

S1, S3, S4, S6

Objectives	Methods	Resources	Assessment
<p>The student will:</p> <ul style="list-style-type: none">• Use an attention getting opening statement• Deliver a 3 minute speech introducing another classmate• Gather information about the classmate through an interview process• Speak clearly• Deliver speech in an orderly manner	<ul style="list-style-type: none">• Personality profile• Teacher will demonstrate something to the class (parroting)• Speech delivered from outline from podium using proper stance	<ul style="list-style-type: none">• Teacher prepared handout on introduction speeches• Personality profile sheet (handout)• Outlines	<ul style="list-style-type: none">• Demonstration speech has a 3 minute time limit• Students practice by pairing with other students in the classroom• Speech rubric designed for evaluation of introductory speeches

Unit 3 One-Character Voice book (Oral Interpretation)

Biblical Worldview Essential Questions

Does the book you chose have a good moral?

Can characters in a book display Christian characteristics for others to see?

2 Weeks
S1, S5, S6

Objectives	Methods	Resources	Assessment
<p>The student will:</p> <ul style="list-style-type: none"> • Choose a children’s book with dialogue • Choose a character voice to develop • Speak clearly • Develop the persona of a character through voice only 	<ul style="list-style-type: none"> • Demonstration of a children’s book being read with one character voice of Miss Viola Swamp • Students will try a variety of voices to fit the character they will emphasize – look for distinct difference in own voice and character voice 	<ul style="list-style-type: none"> • Teacher demonstration by reading the book, <i>Miss Nelson is Missing</i> • Oral Interp, rubric 	<ul style="list-style-type: none"> • Students practice by paring with another student in the classroom • Oral Interp. rubric designed for evaluation of character voice projects

Unit 4 Demonstration Speech

Biblical Worldview Essential Questions

How can you glorify God in daily things you do?

2 Weeks

S1, S3, S4, S6

Objectives	Methods	Resources	Assessment
<p>The student will:</p> <ul style="list-style-type: none">• Have a visual to aid and enhance the presentation of the speech• Demonstrate how to do one specific thing to the class• Speak clearly• Deliver speech in an orderly manner	<ul style="list-style-type: none">• Deliver speech with use of a visual• Teacher will demonstrate something to the class (parrotting)• Make certain audience has visual accessibility	<ul style="list-style-type: none">• Teacher prepared handout on demonstration speeches	<ul style="list-style-type: none">• Demonstration speech has a 5 – 7 minute time limit• Students practice by paring with other students in the classroom• Speech rubric designed for evaluation of demonstration speeches including the use of the visual

Unit 5 Narrative Speech

Biblical Worldview Essential Questions

Can God be seen in your daily life experiences?

2 Weeks

S1, S3, S4. S6

Objectives	Methods	Resources	Assessment
<p>The student will:</p> <ul style="list-style-type: none"> • Tell a story to the class with as much expression and emphasis as possible to entertain the class and hold their attention • Recall and experience that happened to oneself or where you were present as an observer • Story may be humorous or dramatic but must be experienced by the teller • Follow chronological or logical timing of event from start to finish 	<ul style="list-style-type: none"> • Perfect telling a story of an event that they witnessed or that happened to them • Place events in logical or chronological order • Practice with a partner telling your story over and over • Work from an outline of the events in the story 	<ul style="list-style-type: none"> • Teacher handout and oral example of a speech of narration 	<ul style="list-style-type: none"> • Narration Speech rubric • Logical or chronological order of story • 3 minute time minimum

Unit 7 *Seedfolks*

Biblical Worldview Essential Questions

God is the giver of emotions.

How do the characters of *Seedfolks* pull together to help one another?

2 Weeks
S1, S5, S6

Objectives	Methods	Resources	Assessment
<p>The student will:</p> <ul style="list-style-type: none">• Choose a character from the book <i>Seedfolk</i>• Master the emotion and feelings of one of the characters in the book• Understand how emotions and feelings are expressed in volume, tone, and phrasing of one's voice - control	<ul style="list-style-type: none">• Students will see how the characters in the book relate to each other by reading the selections• Students will practice reading by pairing with another classmate	<ul style="list-style-type: none">• <i>Seedfolk</i>• Copies of character selection chosen	<ul style="list-style-type: none">• Oral interpretation rubric• Voice control and phrasing is of utmost importance• If choosing to use an accent, student must keep the accent throughout the selection

Unit 8 Information Speech

Biblical Worldview Essential Questions

Does your subject matter honor God?

2 Weeks
S1, S3, S4, S6

Objectives	Methods	Resources	Assessment
<p>The student will:</p> <ul style="list-style-type: none"> • Narrow down a subject to report on in a five minute time frame • Choose a topic on something student knows little about • Organize ideas into an outline form • Practice speech • Turn in a finalized outline to be turned in to the teacher at the time of speech delivery • Make up 5 questions based on information student presents to quiz class for comprehension • Convey speech information clearly to the class 	<ul style="list-style-type: none"> • Lecture • Parrot • Partner with another classmate for practice • Practice with outline to determine comfort level in amount of information in one's outline 	<ul style="list-style-type: none"> • Teacher prepared handout on information speeches • Outline samples • Speech outline forms 	<ul style="list-style-type: none"> • Rubric for information speech • 5 minute time allotment

Unit 9 Oral Interpretation Exercise
Spoon River Anthology

Biblical Worldview Essential Questions

How do you want people to remember you?
Is one's Christian character important?

2 Weeks
S1, S5, S6

Objectives	Methods	Resources	Assessment
<p>The student will:</p> <ul style="list-style-type: none">• Read over many of the 200+ characters in <i>Spoon River Anthology</i>• Choose one character (same sex as student) to read their selection orally displaying emotion of the said choice	<ul style="list-style-type: none">• Teacher demonstration of “Elsa Wertman” from <i>Spoon River Anthology</i>• Students practice reading orally once they have a feel for the emotions of their character• Partner with other students for feedback of emotions of character	<ul style="list-style-type: none">• <i>Spoon River Anthology</i> by Edgar Lee Masters	<ul style="list-style-type: none">• Oral Interpretation rubric• Character chosen from book – looking for emotion and feelings of chosen character

Unit 10 Speech of Persuasion

Biblical Worldview Essential Questions

Does God allow for people to have differing opinions?
 How do we learn to get along with persons of differing views?

3 Weeks
 S1, S3, S4, S6

Objectives	Methods	Resources	Assessment
<p>The student will:</p> <ul style="list-style-type: none"> • Choose a topic on which honest and intellectual men might disagree • Understand both sides of the topic, but only one side will be presented • Think through all possible arguments • Research the issue to gather facts and information to support your case • Record all facts, testimony, and authoritative opinion • Use statistics • Persuade others to your opinion 	<ul style="list-style-type: none"> • Use of vivid examples and statistics to support your view • Gather facts and figures • Logically show your proof • Visual is allowed • Orally use methods of persuasion (flattery, slogans, loaded words, etc.) • Partner with another student to practice 	<ul style="list-style-type: none"> • Library • Handout by teacher on the rules for persuasive speeches 	<ul style="list-style-type: none"> • Speech rubric • Five minute minimum