

Curriculum Guide Speech

Unit 1 Introduction to Speech

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

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 paring with other students in the classroom • Speech rubric designed for evaluation of introductory speeches

Unit 3 One-Character Voice book (Oral Interpretation)

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

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

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*

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>Seedfolks</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>Seedfolks</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

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

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

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