



## Speech I

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# Hazelwood School District

## **Mission Statement**

We are a collaborative learning community guided by a relentless focus to ensure each student achieves maximum growth.

## **Vision Statement**

HSD will foster lifelong learners, productive citizens and responsible leaders for an ever-evolving society.

Board of Education on January 5, 2010

## **Goals**

Goal # 1: Hazelwood students will meet or exceed state standards in all curricular areas, with emphasis in reading, writing, mathematics, science and social studies.

Goal # 2: Hazelwood staff will acquire and apply the skills necessary for improving student achievement.

Goal #3: Hazelwood School District, the community and all families will support the learning of all children.

## **Curriculum Overview**

The Speech Curriculum was last written in April of 2003. The curriculum is based upon the philosophy that students learn communication skills through actively engaging in the integrated processes of reading, writing, speaking, listening and presenting their ideas to others

The Speech I and II courses are designed to assist students in understanding verbal communication structures and facilitates students developing a comfort level which enables them to clearly articulate their ideas to others in scholastic, personal and professional settings. Speech I and II will also assist learners in understanding verbal and nonverbal communication expectations and standards.

As the HSD educational community strives to educate our students to become active participants, and leaders, in the 21<sup>st</sup> century global community the speech coursework engage students in cognitive, social development and critical thinking tasks enabling them to communicate, interpret and problem-solve with others.

The committee members aligned the curriculum with the 2010 Missouri Learning Standards published by DESE. The curriculum meets all of the state and district requirements for 21<sup>st</sup> century skills, cultural relevance, skill-building, and student-centeredness.

The curriculum department will provide Initial training to familiarize teachers with the curriculum expectations as well as ongoing training during PLC meetings to assist with upcoming skills.

COURSE TITLE: SPEECH I

GRADE LEVELS: 10-11

**Course Description:**

The Speech I course is designed to promote the development of essential communication skills for High School students. Students will develop their knowledge of verbal and nonverbal communication and their ability to explain their ideas verbally to others. Secondary students will develop their public speaking stamina and the ability to clearly articulate their ideas to audiences. Students will develop foundational life-long reading, writing, speaking, listening, and thinking strategies to help them make meaning of the world around them.

**Course Rationale:**

The Speech I curriculum is considered essential for the academic, social, and cognitive development of students who are expected to become successful and productive members of society. The Speech I curriculum contains the listening and discourse skills needed for students to demonstrate their knowledge and ideas in their future careers. As part of the English Language Arts curriculum, Speech students will acquire the necessary skills to think analytically about information presented to them in a variety of formats, including speaking, writing, and various forms of print and electronic media.

The Speech curriculum will prepare students to be critical interpreters of media, to articulate their thoughts and back them with evidence, and prepare them to express their own ideas artfully and effectively.

**Course Scope and Sequence**

<u>Unit 1</u>	<u>Unit 2</u>
20 sessions	20 sessions
90 Minutes Daily	90 Minutes Daily

## Unit Objectives

### Unit 1

1. Students will identify and define the elements of communication.
2. Students will know the difference between verbal/nonverbal communications.
3. Students apply formal/informal communication strategies to effectively communicate ideas.
4. Students will understand and demonstrate the use of effective vocalization techniques during a presentation.
5. Students will recognize the importance of listening.

### Unit 2

1. Students will understand and differentiate between the different styles of speeches.
2. Students will learn the components of a speech written for a specific purpose.
3. Students will be able to write and present an informative speech, implementing previously learned writing and performance skills.
4. Students will be able to define persuasion and identify various types of propaganda.
5. Students will be able to effectively prepare themselves for an interview.
  - College/Vocational School
  - Job (present or future)
  - Armed Services

## Essential Terminology/Vocabulary

### **Unit 1**

Sender, Receiver, Feedback, Channels, Message, Interference, Encode, Decode, Body Language, Facial Expression, Gestures, Posture, Eye contact, Eye avoidance, Formal Communication, Informal, Communication, Connotation, Denotation, Slang, Dialect, Jargon, Active Listening, Critical Listening, Reflective Listening, Paraphrasing, Parroting, Clarifying, Pharynx, Articulation, Enunciation, Pronunciation, Projection, Rate, Pitch, Vocalization, Diaphragm, Hard palate, Soft palate, Vocal folds, Epiglottis, Larynx, Uvula

### **Unit 2**

Manuscript method, Memorization method, Extemporaneous method, Impromptu method, Attention-getters/Openers, Thesis statement, Main points, Topic sentence, Supporting evidence, Closing statement, Critical Listening, Glittering, Generalities, Propaganda, Plain Folks, Bandwagon, Transfer, Loaded Words, Stereotypes, Testimonials, Card-Stacking, Name Calling, Interview, Punctuality, Mock interview, Professional attire, Body language, Resume

## Approved Course Materials and Resources:

### Teachers will receive the following texts:

- Whole Class Book Sets: Text Book: *Speech*, Glencoe, 2008, 4th Edition

### Additional Resources:

- Quick sample topics for extemporaneous speeches.  
[http://www.funnp.com/misc/extemporaneous\\_impromptu\\_speech\\_topics.html](http://www.funnp.com/misc/extemporaneous_impromptu_speech_topics.html)
- [Instructional Powerpoint](#)
- [Informative Speech Outline Format Guide](#)
- [Student Speech Template](#)
- [Informative Speech Peer Evaluation Informative Speech Grading Rubric](#)
- [Propaganda Power Point](#)
- [Listening Quiz-EducationWorld.com](#)
- [Propaganda Techniques Handout](#)
- [Propaganda Poster Grading Rubric](#)
- [Student Evaluation](#)
- [Interviewing Power Point](#)
- [Student Resume](#)
- [Common Interview Questions](#)
- [Practice Interview Questions](#)
- [Oprah Winfrey Observation](#)
- [Sample Job Description](#)
- [Job Interview Checklist](#)
- [Informative Interview Checklist](#)
- [Teacher Assessment Interview Checklist](#)
- [Listening Quiz](#)
- [Abbot and Costello Youtube Video](#)
- [Active Listening Handout](#)
- [The Wright Family story](#)
- [Cash Register](#)
- [Cash Register handout](#)