



Wolcott Public Schools

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**High School Curriculum
Grades 11 & 12
Public Speaking**



Children are our Future...

PUBLIC SPEAKING – GRADES 11 & 12

Mission Statement:

The mission of the Wolcott Public Schools is to develop in each student the knowledge, skills, and attitudes necessary to become a productive member of the community and a contributing member to society.

Departmental Philosophy:

The philosophy of the Wolcott High School English Department is to provide students with a solid foundation in communication skills to insure a smooth transition into today's global society. Our goal is to improve our students' literacy in both oral and written communication and in reading comprehension. Our intent is to facilitate their journey to become life-long learners.

The **Connecticut English Language Arts Curriculum Framework Standards** are as follows:

Standard 1: Reading and Responding

Overarching Idea: Students read, comprehend and respond in individual, literal, critical and evaluative ways to literary, informational and persuasive texts in multimedia formats.

Guiding Question: *How do we understand what we read?*

Component Statements:

- 1.1 Students use appropriate strategies before, during and after reading in order to construct meaning.
- 1.2 Students interpret, analyze and evaluate text in order to extend understanding and appreciation.
- 1.3 Students select and apply strategies to facilitate word recognition and develop vocabulary in order to comprehend text.
- 1.4 Students communicate with others to create interpretations of written, oral and visual texts.

Standard 2: Exploring and Responding to Literature

Overarching Idea: Students read and respond to classical and contemporary texts from many cultures and literary periods.

Guiding Question: *How does literature enrich our lives?*

Component Statements:

- 2.1 Students recognize how literary devices and conventions engage the reader.
- 2.2 Students explore multiple responses to literature.
- 2.3 Students recognize and appreciate that contemporary and classical literature has shaped human thought.
- 2.4 Students recognize that readers and authors are influenced by individual, social, cultural and historical contexts.

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(continued)

Standard 3: Communicating with Others

Overarching Idea: Students produce written, oral and visual texts to express, develop and substantiate ideas and experiences.

Guiding Question: *How do we write, speak and present effectively?*

Component Statements:

- 3.1 Students use descriptive, narrative, expository, persuasive and poetic modes.
- 3.2 Students prepare, publish and/or present work appropriate to audience, purpose and task.

Standard 4: Applying English Language Conventions

Overarching Idea: Students apply the conventions of standard English in oral, written and visual communication.

Guiding Question: *How do we use the English language appropriately to speak and write?*

Component Statements:

- 4.1 Students use knowledge of their language and culture to improve competency in English.
- 4.2 Students speak and write using standard language structures and diction appropriate to audience and task.

Course Description:

This half-year course (.50 unit) provides students with an understanding, appreciation, and capacity for public speaking. Excellence in public speaking requires mastery of organization, citation of evidence, informative and persuasive techniques of language and organization, and use of introduction and conclusion elements. Exposures to theoretical elements and their application in public speaking will be explained in this class.

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<i>Unit</i>	<i>Learning Objectives/ Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
Introduction/ Manuscript Speaking	<p>The students will demonstrate the ability to:</p> <ul style="list-style-type: none"> • Define communication; 1.1, 1.2, 1.4 • Choose, narrow, and research topics for manuscript, informative, and persuasive speeches; 1.1, 1.2, 3.1, 3.2, 4.1, 4.2 • Analyze an audience to adjust content/presentation before, during, and after speech; 2.4, 3.2 • To learn techniques to be a productive audience (listener); 3.2, 4.2 • Prepare a speech to determine your purpose; 3.2, 4.2 • To create effective introduction conclusion; 3.2, 4.2 • To develop central idea; 3.2, 4.2 • To generate main ideas; 3.2, 4.2 • To gather supporting material; 3.2, 4.2 • Craft a speech • To organize a speech; 3.2, 4.2 • To rehearse a speech (verbal and non-verbal techniques); 3.2, 4.2 	<ul style="list-style-type: none"> • Write/Prepare Manuscript Speeches • Edit/Revise Manuscript Speeches <ul style="list-style-type: none"> ○ Individual ○ Partner ○ Group • Deliver Manuscript Speeches • Evaluate Manuscript Speeches 	<ul style="list-style-type: none"> • Manuscript Speech I Presentation • Manuscript Speech II Presentation • Examination-1st quarter exam • Teacher evaluation • Student evaluation of peer speeches using Evaluation Rating Sheet 	<ul style="list-style-type: none"> • Text • Supplemental Materials • PowerPoint • MS Word • Wireless Laptop • Computer Lab

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<i>Unit</i>	<i>Learning Objectives/ Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
Informative Speaking	<p>The students will demonstrate the ability to:</p> <ul style="list-style-type: none"> • Deliver a speech • To build confidence to overcome fears; 3.2, 4.2 • To channel energy for a positive outcome; 3.1, 3.2, 4.2 • To work as part of a group in preparation, presentation; 3.1, 3.2, 4.1, 4.2 • Use audio/visual aids; 3.1, 3.2 • Utilize technology for more advanced visual aid techniques (PowerPoint, etc); 3.1, 3.2 • Evaluate work of peers and self throughout the public speaking process; 3.2, 4.1 	<ul style="list-style-type: none"> • Write/Prepare Informative Speeches • Edit/Revise Informative Speeches <ul style="list-style-type: none"> ○ Individual ○ Partner ○ Group • Deliver Informative Speeches • Evaluate Informative Speeches 	<ul style="list-style-type: none"> • Informative Speech I Presentation • Informative Speech II Presentation • Examination-2nd quarter exam • Teacher evaluation • Student evaluation of peer speeches using Evaluation Rating Sheet 	<ul style="list-style-type: none"> • Text • Supplemental Materials • PowerPoint • MS Word • Wireless Laptop • Computer Lab

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<i>Unit</i>	<i>Learning Objectives/ Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
Persuasive Communication	<p>The students will demonstrate the ability to:</p> <ul style="list-style-type: none"> • Deliver a speech • To build confidence to overcome fears; 3.2, 4.2 • To channel energy for a positive outcome; 3.1, 3.2, 4.2 • To work as part of a group in preparation, presentation; 3.1, 3.2, 4.1, 4.2 • Use audio/visual aids; 3.1, 3.2 • Utilize technology for more advanced visual aid techniques (PowerPoint, etc); 3.1, 3.2 • Evaluate work of peers and self throughout the public speaking process; 3.2, 4.1 	<ul style="list-style-type: none"> • Write/Prepare Persuasive Speeches (using PowerPoint or equivalent) • Edit/Revise Persuasive Speeches <ul style="list-style-type: none"> ○ Individual ○ Partner ○ Group • Deliver Persuasive Speeches • Evaluate Persuasive Speeches 	<ul style="list-style-type: none"> • Group Sales Presentation • Persuasive Speech I Presentation • Persuasive Speech II Presentation • Teacher/Student evaluation of peer speeches/presentations using Evaluation Rating Sheet 	<ul style="list-style-type: none"> • Text • Supplemental Materials • PowerPoint • MS Word • Wireless Laptop • Computer Lab

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Pacing Guide

September:

October:

November:

December:

January:

January 21: Introduction / Manuscript Speaking

March 5:

March 8: Informative Speaking / Exam 1

April 1:

April 12: Persuasive Communication / Exam 2

May 3:

May 4: Group Sales Presentation / Persuasive Speeches 1 & 2

June:

Note: This is a half-year course (.50 unit).

For 2010/2011 and each year thereafter, a revised pacing guide will be provided.

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Essential Questions

1. What is the difference between speaking and public speaking?
2. What is the biggest fear that most people experience during their professional careers?
3. What is the relationship between free speech and ethics?
4. Why is it important that the audience have such an active role in public speaking?
5. How do you build confidence when confronted with a difficult task (having to give a speech)?
6. What are some of the barriers you must overcome to be an effective listener?
7. How can you effectively apply vocal variety and non-verbal techniques to your speaking?
8. How do you choose a topic for your speech?
9. How do you prepare for a speech?
10. How do you ensure you are an audience-centered speaker?
11. How do you craft an effective speech?
12. How do you make the most of your rehearsal time?
13. How do you create effective visuals?
14. How do you use presentation aids effectively?
15. How do you enhance message clarity?
16. How do you ensure that your audience will remember what you have said?

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Skills Objectives

1. Development of skills in choosing, narrowing, and researching speech topics.
2. Development of skills in organizing and outlining speech topics.
3. Development of skills in audience analyses.
4. Development of skills for informative speeches.
5. Development of skills in persuasive techniques.
6. Development of skills to utilize technology effectively when making a presentation or giving a speech.

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Assessments

[That are aligned to the curriculum – this will be done through the data teams throughout the year – no need to do them now, I just wanted to let you know where they will go in the curriculum, as we complete them. Thank you.]