

Curriculum Map: Public Speaking
Meadville Area Senior High School
English Department

Course Description: Public speaking is designed for students who would like to acquire self-confidence and poise while developing formal oral communication. Videorecording will be used as a means of self-evaluation. *NCAA approved course

(Grades 11-12) 1/2 credit non-ranked

ELECTIVE CREDIT ONLY - NOT AN ENGLISH CREDIT

Unit Title:

Speeches to inform

Suggested time frame:

5-6 weeks

Standards:

1.5.11–12.B Evaluate how the speaker’s perspective, reasoning, and use of evidence and rhetoric affect the credibility of an argument through the author’s stance, premises, links among ideas, word choice, points of emphasis, and tone.

1.5.11–12.C Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitative, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

1.5.11–12.D Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task.

1.5.11–12E Adapt speech to a variety of contexts and tasks

1.5.11–12.F Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.

1.5.11–12.G Demonstrate command of the conventions of standard English when speaking based on Grades 11–12 level and content.

Essential Questions:

What are the types of speeches to inform?

How does one organize a speech to specific purposes, audiences, and time limits?

What is the difference in speech purposes?

Competency	Vocabulary	Strategy	Resource
<ul style="list-style-type: none"> · Select appropriate topics for speeches to inform · Plan, research, and organize speeches to include introduction, supporting details, and conclusion · Practice presenting speeches · Present speeches according to assignment descriptions 	Speeches of introduction, short and long informative speech, demonstration speech, computer assisted speech, impromptu, pet peeve speech, peer and self evaluation	Vary assignments according to: audience, length, preparation Students practice speeches in groups and individually Present speeches according to assignment Peer and self evaluate speeches	Instructor's notes Videos of exemplar speeches Various library and outside sources <i>38 Basic Speech Experiences</i> Video camera Evaluation forms

Unit Title:

Speeches to persuade

Suggested time frame:

5-6 weeks

Standards:

1.5.11–12.B Evaluate how the speaker’s perspective, reasoning, and use of evidence and rhetoric affect the credibility of an argument through the author’s stance, premises, links among ideas, word choice, points of emphasis, and tone.

1.5.11–12.C Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitative, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any

discrepancies among the data.

1.5.11–12.D Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task.

1.5.11–12E Adapt speech to a variety of contexts and tasks

1.5.11–12.F Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.

1.5.11–12.G Demonstrate command of the conventions of standard English when speaking based on Grades 11–12 level and content.

Essential Questions:

What are the types of speeches to persuade?

How does one organize a speech to specific purposes, audiences, and time limits?

What is the difference in speech purposes?

Competency	Vocabulary	Strategy	Resource
<ul style="list-style-type: none">· Select appropriate topics for speeches to persuade· Plan, research, and organize speeches to include introduction, supporting details, and conclusion	Persuasive speech, interview, impromptu speech, pet peeve speech	Vary assignments according to: audience, length, preparation Students practice speeches in groups and individually	Instructor's notes Videos of exemplar speeches Various library and outside sources

<ul style="list-style-type: none"> · Practice presenting speeches · Present speeches according to assignment descriptions 		Present speeches according to assignment Peer and self evaluate speeches	<i>38 Basic Speech Experiences</i> Video camera Evaluation forms
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Unit Title:

Speeches to entertain

Suggested time frame:

5-6 weeks

Standards:

1.5.11–12.B Evaluate how the speaker’s perspective, reasoning, and use of evidence and rhetoric affect the credibility of an argument through the author’s stance, premises, links among ideas, word choice, points of emphasis, and tone.

1.5.11–12.C Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitative, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

1.5.11–12.D Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task.

1.5.11–12E Adapt speech to a variety of contexts and tasks

1.5.11–12.F Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.

1.5.11–12.G Demonstrate command of the conventions of standard English when speaking based on Grades 11–12 level and content.

Essential Questions:

What are the types of speeches to entertain?

How does one organize a speech to specific purposes, audiences, and time limits?
 What is the difference in speech purposes?

Competency	Vocabulary	Strategy	Resource
<ul style="list-style-type: none"> · Select appropriate topics for speeches to entertain · Plan, research, and organize speeches to include introduction, supporting details, and conclusion · Practice presenting speeches · Present speeches according to assignment descriptions 	Oral interpretation, personal experience speech, memorized recitation, special occasion speech, impromptu speaking, pet peeve speech	Vary assignments according to: audience, length, preparation Students practice speeches in groups and individually Present speeches according to assignment Peer and self evaluate speeches	Instructor's notes Videos of exemplar speeches Various library and outside sources <i>38 Basic Speech Experiences</i> Video camera Evaluation forms

