

DVUSD Exploratory Curriculum
Course: Speech and Public Speaking

Course Description: Students will develop speeches, presentations, debates, and proposals in a variety of genres and objectives.

AZ Academic Standards: The standards used in the course are the Language Arts Standards Listening and Speaking, Viewing and Presenting, and Writing Standards

Learning Objectives:

- Students will develop skills of developing speech on the spot.
- Students will evaluate the elements of an effective impromptu speech.
- Students will perform impromptu speeches on various topics.
- Students will list the elements of effective feedback.
- Students will list the traits of informative speeches.
- Students will evaluate the elements of effective informative speeches by evaluating exemplars.
- Students will list and evaluate the elements of effective vocal quality for speech.
- Students will choose from multiple organizational structures of speech preparation.
- Students will list and evaluate the elements of effective non-verbal communications.
- Students will list the traits of a process speech.
- Students will evaluate the elements of effective process speeches by evaluating exemplars.
- Students will list and evaluate the elements of effective vocal quality for speech.
- Students will choose from multiple organizational structures of speech preparation.
- Students will list and evaluate the elements of effective non-verbal communications.
- Students will list the traits of a persuasive speech.
- Students will evaluate the elements of effective persuasive speeches by evaluating exemplars.

DVUSD Exploratory Curriculum
Course: Speech and Public Speaking

- Students will list and evaluate the elements of effective vocal quality for speech.
- Students will choose from multiple organizational structures of speech preparation.
- Students will list and evaluate the elements of effective non-verbal communications.
- Students will choose effective media to assist with speech topic
- Use research sources to solidify argument.
- Students will list the traits of a problem-solution speech. Students will need to distinguish between problem-solution and persuasive writing.
- Students will evaluate the elements of effective problem-solution speeches by evaluating exemplars.
- Students will list and evaluate the elements of effective vocal quality for speech.
- Students will choose from multiple organizational structures of speech preparation.
- Students will list and evaluate the elements of effective non-verbal communications.
- Students will choose effective media to assist with speech topic
- Use research sources to solidify argument.
- Combine elements of explanatory, process, persuasive, and problem-solution genres to develop a multimedia proposal to make a change in a community or sell an idea.
- Deliver a proposal to a board (the class) who will determine if a group of proposals will make a given budget.
- Evaluate proposals with determined criteria.
- Develop skills in several multi-media formats in order to sell an idea to a panel.

DVUSD Exploratory Curriculum
Course: Speech and Public Speaking

Unit: Impromptu Speeches (May be done throughout the course)		
Learning Objectives	Activities	Key Concepts
<ul style="list-style-type: none"> Students will develop skills of developing speech on the spot. Students will evaluate the elements of an effective impromptu speech. Students will perform impromptu speeches on various topics. Students will list the elements of effective feedback. 	<ul style="list-style-type: none"> Students will brainstorm a list of impromptu topics that will be placed in a “fishbowl” that will be asked of individual students for an impromptu speech. Additional topics may be found online Students will draw a speech from the “fishbowl”. Students will be given 1 minute to prepare for the two-minute timed speech. Students will discuss and evaluate one another’s performances offering constructive feedback. 	<ul style="list-style-type: none"> Quick organizational strategies Finding a point of interest, anecdote, and/or elaboration for a particular topic.
Standards		Vocabulary
<ul style="list-style-type: none"> LS-E1. Prepare and deliver an organized speech and effectively convey the message through verbal and nonverbal communications with a specific audience LS-E2. Prepare and deliver an oral report in a content area and effectively convey the information through verbal and nonverbal communications with a specific audience LS-E3. Interpret and respond to questions and evaluate responses both as interviewer and interviewee LS-E4. Predict, clarify, analyze and critique a speaker’s information and point of view 	<div> Resources: http://k6educators.about.com/cs/helpforteachers/a/impromptuspeech.htm http://www.best-speech-topics.com/good-impromptu-speech-topics.html </div>	<ul style="list-style-type: none"> Anecdote Constructive Criticism Elaboration Feedback Impromptu Topic Verbal and non-verbal

DVUSD Exploratory Curriculum
Course: Speech and Public Speaking

**Unit: Informational Speeches
(Approximately 3 Weeks)**

Learning Objectives	Activities	Key Concepts
<ul style="list-style-type: none"> Students will list the traits of informative speeches. Students will evaluate the elements of effective informative speeches by evaluating exemplars. Students will list and evaluate the elements of effective vocal quality for speech. Students will choose from multiple organizational structures of speech preparation. Students will list and evaluate the elements of effective non-verbal communications. 	<ul style="list-style-type: none"> Students will view examples of informative speeches and evaluate effective attributes of each. Students may use a variety of graphic organizers or thinking maps to list, compare and evaluate these traits. Students will compare the vocal qualities of members of their class by paring students up and having students describe the traits of the partner's vocal quality. Students should focus attention on only the voice. The activity may be repeated to list the non-verbal qualities if their partners. Students may use a Bubble Map to help them generate adjectives. 	<ul style="list-style-type: none"> The elements of informational speeches. Effective verbal and non-verbal strategy in speech delivery. Evaluate effective visual media appropriate for informational speeches. Determine the criteria for an effective speech.
Language Arts Standards		Vocabulary
<ul style="list-style-type: none"> LS-E1. Prepare and deliver an organized speech and effectively convey the message through verbal and nonverbal communications with a specific audience LS-E2. Prepare and deliver an oral report in a content area and effectively convey the information through verbal and nonverbal communications with a specific audience VP-E2. Plan, develop and produce a visual presentation, using a variety of media such as videos, films, newspapers, magazines and computer images. WS3C2 PO 1. Record information (e.g., observations, notes, lists, charts, map labels and legends) related to the topic. WS3C2 PO 2. Write a summary based on the information gathered that include(s): <ol style="list-style-type: none"> a topic sentence supporting details relevant information PO 3. Write an explanatory essay that includes: <ol style="list-style-type: none"> a thesis statement supporting details introductory, body, and concluding paragraphs 	<ul style="list-style-type: none"> Students will generate a list of informative topics that they could do a speech about. Students will choose a method of preparing a speech, whether it is memorization or from organized notes. Students will create a speech using one of the various methods. The speech must be informal and could range from a variety of topics. Students will create a rubric outlining their chosen qualities for their criteria of an effective speech. Students should include visual media in their speech. Students will perform and evaluate peer speeches. 	<ul style="list-style-type: none"> Criteria Evaluation Expository Informative Main ideas Media Organizational strategy Pacing Pitch Topic Vocal quality Volume

DVUSD Exploratory Curriculum
Course: Speech and Public Speaking

Unit: Process Speech (Approximately 3 Weeks)		
Learning Objectives	Activities	Key Concepts
<ul style="list-style-type: none"> Students will list the traits of a process speech. Students will evaluate the elements of effective process speeches by evaluating exemplars. Students will list and evaluate the elements of effective vocal quality for speech. Students will choose from multiple organizational structures of speech preparation. Students will list and evaluate the elements of effective non-verbal communications. 	<ul style="list-style-type: none"> Students will view examples of process speeches and evaluate effective attributes of each. Students may use a variety of graphic organizers or thinking maps to list, compare and evaluate these traits. Students will generate a list of process topics that they could do a speech about. Students will choose a method of preparing a speech, whether it is memorization or from organized notes. Students will create a speech using one of the various methods. The speech must be informal and could range from a variety of topics. Students should use a different organizational structure than previously used. Students will create a rubric outlining their chosen qualities for their criteria of an effective speech. Students should include visual media in their speech. Students will perform and evaluate peer speeches. 	<ul style="list-style-type: none"> The elements of process speeches. Effective verbal and non-verbal strategy in speech delivery. Evaluate effective visual media appropriate for informational speeches. Determine the criteria for an effective speech.
Standards		Vocabulary
<ul style="list-style-type: none"> LS-E1. Prepare and deliver an organized speech and effectively convey the message through verbal and nonverbal communications with a specific audience LS-E2. Prepare and deliver an oral report in a content area and effectively convey the information through verbal and nonverbal communications with a specific audience VP-E2. Plan, develop and produce a visual presentation, using a variety of media such as videos, films, newspapers, magazines and computer images. WS3C2 PO 1. Record information (e.g., observations, notes, lists, charts, map labels and legends) related to the topic. WS3C2 PO 2. Write a summary based on the information gathered that include(s): <ol style="list-style-type: none"> a topic sentence supporting details relevant information PO 3. Write an explanatory essay that includes: <ol style="list-style-type: none"> a thesis statement supporting details introductory, body, and concluding paragraphs 		<ul style="list-style-type: none"> Clarity Organizational strategy Pacing Pitch Processes Sub processes Topic Vocal quality Volume

DVUSD Exploratory Curriculum
Course: Speech and Public Speaking

Unit: Persuasive Speeches (Approximately 3 weeks)		
Learning Objectives	Activities	Key Concepts
<ul style="list-style-type: none"> Students will list the traits of a persuasive speech. Students will evaluate the elements of effective persuasive speeches by evaluating exemplars. Students will list and evaluate the elements of effective vocal quality for speech. Students will choose from multiple organizational structures of speech preparation. Students will list and evaluate the elements of effective non-verbal communications. Students will choose effective media to assist with speech topic Use research sources to solidify argument. 	<ul style="list-style-type: none"> Students will view examples of persuasive speeches and evaluate effective attributes of each. Students may use a variety of graphic organizers or thinking maps to list, compare and evaluate these traits. Students will generate a list of persuasive topics that they could do a speech about. Students will choose a method of preparing a speech, whether it is memorization or from organized notes. Students will create a speech using one of the various methods. The speech must be informal and could range from a variety of topics. Students should use a different organizational structure than previously used. Students will create a rubric outlining their chosen qualities for their criteria of an effective speech. Students should include visual media in their speech. Students will perform and evaluate peer speeches. 	Vocabulary
Standards		<ul style="list-style-type: none"> Convince Logos , pathos, ethos Organizational strategy Pacing Persuasion Pitch Processes Sub processes Topic Vocal quality Volume
<ul style="list-style-type: none"> LS-E1. Prepare and deliver an organized speech and effectively convey the message through verbal and nonverbal communications with a specific audience LS-E2. Prepare and deliver an oral report in a content area and effectively convey the information through verbal and nonverbal communications with a specific audience VP-E2. Plan, develop and produce a visual presentation, using a variety of media such as videos, films, newspapers, magazines and computer images. WS3C4. PO 1. Write persuasive text (e.g., essay, paragraph, written communications) that: <ul style="list-style-type: none"> a. establishes and develops a controlling idea b. supports arguments with detailed evidence c. includes persuasive techniques d. excludes irrelevant information e. attributes sources of information when appropriate 		

DVUSD Exploratory Curriculum
Course: Speech and Public Speaking

Unit: Problem-Solution Speech (Approximately 3 weeks)		
Learning Objectives	Activities	Key Concepts
<ul style="list-style-type: none"> Students will list the traits of a problem-solution speech. Students will need to distinguish between problem-solution and persuasive writing. Students will evaluate the elements of effective problem-solution speeches by evaluating exemplars. Students will list and evaluate the elements of effective vocal quality for speech. Students will choose from multiple organizational structures of speech preparation. Students will list and evaluate the elements of effective non-verbal communications. Students will choose effective media to assist with speech topic Use research sources to solidify argument. 	<ul style="list-style-type: none"> Students will view examples of problem-solution speeches and evaluate effective attributes of each. Students may use a variety of graphic organizers or thinking maps to list, compare and evaluate these traits. Students will generate a list of problem-solution topics that they could do a speech about. Students will choose a method of preparing a speech, whether it is memorization or from organized notes. Students will create a speech using one of the various methods. The speech must be informal and could range from a variety of topics. Students should use a different organizational structure than previously used. Students will create a rubric outlining their chosen qualities for their criteria of an effective speech. Students should include visual media in their speech. Students will perform and evaluate peer speeches. 	<ul style="list-style-type: none"> Distinguish between persuasion and problem solution speech Effective verbal and non-verbal strategy in speech delivery. Evaluate effective visual media appropriate for problem-solution speeches. Determine the criteria for an effective speech.
Standards		Vocabulary
<ul style="list-style-type: none"> LS-E1. Prepare and deliver an organized speech and effectively convey the message through verbal and nonverbal communications with a specific audience LS-E2. Prepare and deliver an oral report in a content area and effectively convey the information through verbal and nonverbal communications with a specific audience VP-E2. Plan, develop and produce a visual presentation, using a variety of media such as videos, films, newspapers, magazines and computer images. WS3C4. PO 1. Write persuasive text (e.g., essay, paragraph, written communications) that: <ul style="list-style-type: none"> a. establishes and develops a controlling idea b. supports arguments with detailed evidence c. includes persuasive techniques d. excludes irrelevant information e. attributes sources of information when appropriate 		<ul style="list-style-type: none"> Convince Logos , pathos, ethos Organizational strategy Pacing Persuasion Pitch Problem-solution Processes Sub processes Topic Vocal quality Volume

DVUSD Exploratory Curriculum
Course: Speech and Public Speaking

Unit: Debate (Approximately 3 weeks)		
Learning Objectives	Activities	Key Concepts
<ul style="list-style-type: none"> Students will list the traits of a debate. Students will need to distinguish between speech and debate. Students will evaluate the elements of an effective debate by evaluating exemplars. Students will list and evaluate the elements of effective vocal quality for debate. Students will choose from multiple organizational structures of debate preparation. Students will list and evaluate the elements of effective non-verbal communications. Students will choose effective media to assist with speech topic Use research sources to solidify argument. 	<ul style="list-style-type: none"> Students will brainstorm the differences between speech and debate. Students and teacher will agree on the protocol for debates. Students will choose and research an assigned topic that can be argued for or against. Suggested form for debate: <ul style="list-style-type: none"> Each side has 4 minutes to present arguments. Each side will have a 2 minute session to rebuttal the other side one at a time. Each side will have 2 more minutes to defend their argument against rebuttals and present any new rebuttals against the other side. Each side has one minute to present their final and convincing closing arguments. Students will determine criteria for evaluation. 	<ul style="list-style-type: none"> Compare and contrast speech and debate. The components of effective argumentation. Etiquette for debate. Building a strong research base for effective argument.
Standards		Vocabulary
<ul style="list-style-type: none"> LS-E1. Prepare and deliver an organized speech and effectively convey the message through verbal and nonverbal communications with a specific audience LS-E2. Prepare and deliver an oral report in a content area and effectively convey the information through verbal and nonverbal communications with a specific audience VP-E2. Plan, develop and produce a visual presentation, using a variety of media such as videos, films, newspapers, magazines and computer images. WS3C6PO 1. Write a summary of information from sources (e.g. encyclopedias, websites, experts) that includes: <ul style="list-style-type: none"> a. paraphrasing to convey ideas and details from the source b. main idea(s) and relevant details 	<div>Resources:</div> <div> http://www.debate.org/ http://en.wikipedia.org/wiki/Debate </div>	<ul style="list-style-type: none"> Argument Closing argument Criteria Fallacies Persuasion Rebuttal Refute

DVUSD Exploratory Curriculum
Course: Speech and Public Speaking

Unit: Multi-media Proposal (Approximately 3-4 weeks)		
Learning Objectives	Activities	Key Concepts
<ul style="list-style-type: none"> Combine elements of explanatory, process, persuasive, and problem-solution genres to develop a multimedia proposal to make a change in a community or sell an idea. Deliver a proposal to a board (the class) who will determine if a group of proposals will make a given budget. Evaluate proposals with determined criteria. Develop skills in several multi-media formats in order to sell an idea to a panel. 	<ul style="list-style-type: none"> Students will compile criteria for buying an idea. Included will be a pretend budget that will be used to purchase the most effective ideas. In groups, students will select a community issue to propose a solution or new idea to sell. Students will research the issue and come up with a proposal. Students will create an in-depth multi-media presentation selling solution or idea to the class. Students must have a realistic budget for the proposal and convince the panel to choose their idea. The panel will score the proposal based on criteria and determine which ideas/solutions will be implemented within the pretend budget. 	<ul style="list-style-type: none"> The elements of a proposal. Use media effectively to communicate an idea. Formulating a realistic budget for a proposal. Plan proposal in groups and appropriately delegate duties and authority. Develop criteria for an effective proposal.
Standards		Vocabulary
<ul style="list-style-type: none"> LS-E1. Prepare and deliver an organized speech and effectively convey the message through verbal and nonverbal communications with a specific audience LS-E2. Prepare and deliver an oral report in a content area and effectively convey the information through verbal and nonverbal communications with a specific audience VP-E2. Plan, develop and produce a visual presentation, using a variety of media such as videos, films, newspapers, magazines and computer images. WS3C4. PO 1. Write persuasive text (e.g., essay, paragraph, written communications) that: <ul style="list-style-type: none"> a. establishes and develops a controlling idea b. supports arguments with detailed evidence c. includes persuasive techniques d. excludes irrelevant information e. attributes sources of information when appropriate 		<ul style="list-style-type: none"> Budget Convince Criteria Media Panel Persuade Presentation Proposal Research Solution

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