

Curriculum Outline



Campbell High School

Character – Courage – Respect – Responsibility

Course & Level: Public Speaking and Speech Writing

Department: English

Teacher: Various

Grade level: 11 and 12

Description of Course:

Students in this course will view and examine history's greatest speeches and speakers. They will analyze the components of great speeches and the techniques great speakers use. Students will write and deliver a variety of speeches to both their class and to larger audiences. The focus and assessment of writing will involve ideas, organization, voice, word choice, sentence fluency, conventions, and presentation. Essays or creative writing works will be developed through pre-writing, drafting, revision, proofreading, peer responses, and self-evaluation.

School – Wide Expectations:

Academic:

1. Read, write and speak effectively
2. Exhibit critical thinking and problem solving skills
3. Use resources to obtain information and facilitate learning

Civic/Social:

2. Work cooperatively in an atmosphere of mutual respect

The school-wide expectations are incorporated into all courses at Campbell High School. Underlined words in the following text illustrate this alignment between the school-wide expectations and the course curriculum.

Core Competencies and State Standards:

1. Oral Presentation/Communication – Students will share their thoughts and ideas with comments and evidence in both small and large group in-depth discussions, group and solo oral presentations, and interactive listening. Students will demonstrate an understanding of all aspects of proper presentation and speaking skills.

- a. **Oral Communication Strategies** Stem OC-1: *In oral communication, demonstrate interactive listening and participate in large and small group discussions showing respect for individual ideas; OC-2: Make oral presentations*

2. Writing – Students will communicate their thoughts, ideas, and beliefs on a variety of topics; effective student writing will demonstrate the writing process and a command of English grammar, usage, and mechanics as well as proper speech development.

- a. **Structures of Language** Stem W:SL:1: *Demonstrate command of the structures of sentences, paragraphs, and text.*
- b. **Expressive Writing** Stem W:EW:1:1: *In written narratives, organize and relate a story line/plot/series of events; W:EW:2: Demonstrate use of narrative strategies; W:EW:5: Making connections between personal ideas and experiences and more abstract aspects of life, leading to new perspectives or insights*
- c. **Informational Writing** Stem W:IW:1: *In informational writing (reports or procedures), organize ideas/concepts; W:IW:2: In informational writing (reports or procedures only), effectively convey purpose; W:IW:3: In informational writing(reports or procedures only), demonstrate use of a range of elaboration strategies.*
- d. **Writing Conventions** Stem W:C:1: *In independent writing, demonstrate command of appropriate English conventions.*
- e. **Habits of Writing** Stem HW:2: *Demonstrates the habit of writing extensively by writing with frequency, sharing thoughts, observations and impressions, and in a variety of genres.*

2. Analysis – Students will demonstrate an ability to analyze and interpret the various elements of language and speech writing.

- a. **Analysis and Interpretation of Literary Texts/Citing Evidence** Stem R-11-5: *Analyze and interpret literary elements within or across text, citing evidence where appropriate; R-11-6: Analyze and interpret author's craft within or across texts, citing evidence where appropriate; R-11-16: Generate a personal response to what is read through a variety of means.*
- b. **Reading Connection** Stem W:RC:1: *In response to literary or informational text, show understanding of plot /ideas/concepts; W:RC:2: In response to literary or informational text read aloud, make and support analytical judgments about text.*

Suggested Texts and Media (Software, A/V, etc.):

We utilize a variety of instructional resources beyond the identified textbooks and materials throughout the school year to enhance your student's educational experience. Parents/Guardians are welcome to review the available resources throughout the school year by contacting their student's teacher. Alternative assignments may be available upon request. Please contact the classroom teacher for further details.

1. Essentials of Public Speaking (Fourth Edition) by Cheryl Hamilton
2. Films (DVD or VHS) and Audio: Standard Deviants Public Speaking; sample speeches on film/audio.

Suggested Instructional Strategies:

1. Class Discussions
2. Group Presentations and Analysis Sessions using individual, published, and film speech examples
3. Practice Analysis and Speech Critiques
4. Group Debates

Suggested Assessment Strategies:

1. Individual and Group Presentations
2. Individual and Group Debates
3. Individual Speeches (Narrative, Persuasive, etc.)