

SPEECH SECTION

PURPOSE:

At the end of the class, the student will: choose a topic; outline that topic; write, research and deliver a cohesive speech that is appropriate to the audience and purpose that they are given; and be an active listener

BENCHMARKS AND INDICATORS:

WRITING PROCESS

Students write out at least two of their speeches in a manuscript form that will be graded on the six-trait rubric.

- Choose a topic
- Organize topic
- Use a variety of sentence lengths
- Use complete sentences
- Use correct voice
- Use correct grammar

Students verify the accuracy, relevance, and completeness of information that is used in their expository type speeches, (i.e. persuasive, informative).

- Research a topic.
- Use only research information from reliable sources.
- Use only relevant information to their topic in their speech.
- Use a variety of supporting information as is indicated by the type of speech they are preparing.

WRITING TYPES

Students demonstrate knowledge of the difference in the techniques for persuasive speaking and informative speaking.

- Informative speeches include information that educates the audience on a specific topic.
- Persuasive speeches are those that persuade the audience to think, or act in a certain way.

LITERATURE

LITERARY TERMS

Students apply the use of various literary terms to strengthen an oral presentation.

- Metaphor
- Simile
- Hyperbole
- Parallelism

LITERARY ANALYSIS

Students analyze literary works.

- Analyzes and evaluates pieces of prose and poetry to interpret them in an oral presentation with vocal emphasis and meaning.
- Demonstrates the skill of cutting extraneous information in pieces of prose to meet a time limit

LISTENING/SPEAKING/VIEWING/FLUENCY

LISTENING SKILLS

Students utilize various listening skills.

- Demonstrates the ability to be an active listener.
- List qualities of an active listener.

- Evaluate various speaking styles by identifying the characteristics of an effective speaker and being able to apply them.

ORAL SPEAKING SKILLS

Students develop and demonstrate various speaking skills.

- Identifying the skills it takes to be a responsible speaker, (i.e. honesty, sincerity, and avoiding trigger words.)
- Demonstrates the use of vocal quality, expression, diction, rate, volume, organization, non-verbal communications, and organization to improve their oral delivery.
- List and define the elements of a communication model (sender, receiver, encoding, decoding, message, channel, and feedback).
- Identify uses of non-verbal communications, (i.e. facial expressions, gestures, vocal qualities, appearance) and apply them to their speeches.
- Demonstrate knowledge of techniques used with people of less, more or equal power by demonstrating an understanding of downward, upward and horizontal communication skills.
- Explain the causes of stage fright and demonstrate an ability to manage it.
- Demonstrate knowledge of making their speech appropriate for the occasion.
- Implement the ability of selecting and narrowing a speech topic
- Demonstrate the different speaking styles used in a variety of speeches (i.e. demonstration, informative, persuasive, debating, entertainment, speech of introduction, and oral interpretation of prose and poetry)
- Demonstrate the ability to use various visual aides to enhance their speech.
- Demonstrate the ability to change audience member's minds and actions by using persuasive techniques in their speeches.

SPEAKING FLUENCY

Students express their opinions verbally.

- Demonstrating their ability to vocalize their opinions by participating in group discussions.
- Demonstrate the ability to remove non-fluencies from their speaking, such as "umm, ahh, you know, like, " etc.

STUDY SKILLS

Students identify and utilize various organizing methods, outline a speech and find supporting materials.

- Demonstrate correct outlining techniques to be able to speak from using only an outline
- Identifying the various patterns of organizations and utilizing these patterns in their own speeches, (i.e. topical, chronological, Monroe's motivated sequence, spatial, problem-solution).
- Demonstrate an ability to find supporting material to strengthen their speech, (i.e. examples, statistics, comparisons, contrasts, quotations, etc).