

LITCHFIELD PUBLIC SCHOOLS

Core Curriculum Scope and Sequence

Language Arts (Public Speaking and Debate Techniques)

Standard 1: *How do we understand what we read?*

Standard 3: *How do we write, speak and present effectively?*

Standard 4: *How do we use the English language appropriately to speak and write?*

	CT Frameworks/ Standards	Content and Skill Objectives Students will be able to:	Assessments (Performance Tasks)	Resources
<p>Unit 1</p> <p>Understanding the Dynamics of Oral Communication</p> <p>4 Weeks</p>	<p><u>CT 1.1d</u> Students identify, use and analyze text structure.</p> <p><u>CT 1.1e</u> Students draw conclusions and use evidence to substantiate them by using texts heard, read, and viewed.</p> <p><u>CT 4.1b</u> Students recognize and understand variations between language patterns.</p> <p><u>CT 4.2b</u> Students evaluate the impact of language as related to audience and purpose.</p> <p><u>NETS-S 4a</u> Identify and define authentic problems and significant questions for investigation (Evaluation of Atticus' speech on video)</p>	<ul style="list-style-type: none"> • Use knowledge of preliterate cultures, Aristotle's theories of rhetoric, and the approach of the sophists to understand audience analysis. • Identify the use of logos, pathos, and ethos as persuasive appeals. • Use Berlo's model of communication to appreciate the importance of audience feedback, both verbal and nonverbal. • Employ a series of techniques to overcome anxiety. • Integrate the use of body language to augment the impact of the message. (hand motions, facial expressions, body position) • Differentiate the tonal difference as various 	<ul style="list-style-type: none"> • Analyze 4 different audiences to adjust speech format (1 vs. 2 sided) • Students evaluate Obama's speech to a student audience for his ability to adjust to the audience • Students evaluate Atticus' speech to the jury in <u>To Kill a Mockingbird</u> for nonverbal components • Apply the judicious use of logos, pathos, and ethos to create the desired impact • Students describe geometric forms for the class to replicate; first with no eye contact, then with eye contact and the chance to "read" 	<p><i>Speaker's Handbook</i> by Sprague and Stuart</p> <p><i>Speaker's Guidebook</i> by O'Hair, Steward, and Rubenstein</p> <p><i>Speech: Skill, Process, Practice</i> by Keller (Center for Learning)</p> <p>Worksheets for practice</p> <p>Video of <i>To Kill a Mockingbird</i></p> <p>Cards with geometric designs</p> <p>Copies of various famous speeches</p>

<p style="text-align: center;">Unit 2 Persuasive Speaking</p> <p style="text-align: center;">4 weeks</p>	<p><u>CT 1.4b</u> Students persuade listeners about understandings and judgments of works read, written and viewed.</p> <p><u>CT 2.1c</u> Explain and explore students' own and others' aesthetic reactions to text. (i.e. speech)</p> <p><u>CT 3.1a</u> Use oral language with clarity, voice and fluency to communicate a</p>	<p>emotions are communicated orally.</p> <ul style="list-style-type: none"> • Judge all aspects of effective public speaking other than content such as volume, pace, articulation, use of fillers, eye contact, and stance. <ul style="list-style-type: none"> • Develop a one-sided persuasive speech using lesson material from developing an introduction and conclusion; structuring a one- sided speech incorporating logos, pathos, and ethos; and integrating nonverbal components. • Develop a two-sided 	<p>nonverbal responses, and lastly with verbal audience feedback in the form of questions. Results are then compared.</p> <ul style="list-style-type: none"> • Students read a speech after adding marginal notes to cue them about nonverbal components to support the impact of the message. • Students recite phrases to a partner with the goal of accurately communicating a range of specified emotions. The partner tries to identify the emotion. <ul style="list-style-type: none"> • Students write, practice, and perform a one-sided persuasive speech • Students write, practice, and perform a two-sided persuasive speech 	<p>Books as listed above</p> <p>Student feedback checklists</p>
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<p style="text-align: center;">Unit 3 Using Props and Visuals</p> <p style="text-align: center;">2 Weeks</p>	<p>message. <u>CT 3.1c</u> Use appropriate features of persuasive writing. <u>CT 3.2a</u> Determine purpose, point of view and audience, and choose an appropriate oral format. <u>CT 3.2b</u> Students apply the most effective processes to create and present an oral piece.</p> <p><u>CT 3.2a</u> Determine purpose, point of view and audience, and choose an appropriate visual format. <u>CT 3.2b</u> Students present the most effective processes to create and present an oral piece. <u>CT 3.2f</u> Present final products in a myriad of ways, including the use of arts and technology. <u>NETS-S 2b</u> Communicate information and ideas effectively to multiple audiences using a variety of media and formats. (powerpoint) <u>NETS-S 3c</u> Evaluate and</p>	<p>speech using lesson material from developing an introduction and conclusion; structuring a two-sided speech, incorporating logos, pathos, and ethos; and integrating nonverbal components.</p> <ul style="list-style-type: none"> • Critique ability to listen actively. • Judge classmates’ ability to use props and visuals (charts, maps, power points, and props) to work as a complement to a presentation, not as a distractor (following instruction). • Organize the speech to inform using a prop or visual. 	<ul style="list-style-type: none"> • Students provide feedback for each student in the form of a checklist and comments. The speaker writes a reflection for the next class based on audience feedback • Students role-play 3 scenarios in which poor listening habits are apparent. Scenarios are provided by the instructor • Students form teams to circulate around the room to established “stations” where they present a 2 minute impromptu speech using the required prop or visual. The other team members judge the speaker’s performance by using a checklist of appropriate techniques 	<p>Books as listed above</p> <p>Various props and visuals</p> <p>Checklist for team feedback</p>
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<p style="text-align: center;">Unit 4</p> <p>Interviewing and Panel Discussions</p> <p>3 weeks</p>	<p>select information sources and digital tools based on the appropriateness to specific tasks (powerpoint)</p> <p><u>CT 1.4a</u> Respond to the ideas of others and recognize the validity of differing views.</p> <p><u>CT 3.1a</u> Use oral language with clarity, voice and fluency to communicate a message.</p>	<ul style="list-style-type: none"> • Plan an interview to present oneself effectively. • Practice strong interviewer and interviewee skills based on acquired learning. • Plan a panel discussion to present oneself as well informed and open minded. • Practice strong discussion skills based on acquired learning. 	<ul style="list-style-type: none"> • Students write, practice, and perform a speech to inform(teach) using a prop or visual. • Students provide feedback for each student in the form of a checklist and comments. The speaker writes a reflection for the next class based on audience feedback • Students take part in 2 interviews, one as an interviewer on a panel to hire someone for a local job opening and the other to be the individual out of 4 or 5 who will be interviewed for the job opening. After the panel interviews each candidate, the panel must choose 2 people to hire based on criteria established on a checklist used during the interview. 	<p>Books as listed above</p>
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<p style="text-align: center;">Unit 5</p> <p>Debate Techniques</p> <p style="text-align: center;">3 Weeks</p>	<p><u>CT 1.4a</u> Respond to the ideas of others and recognize the validity of differing views</p> <p><u>CT 3.1a</u> Use oral language with clarity, voice and fluency to communicate a message</p> <p><u>CT 3.2d</u> Research information from multiple sources for a specific purpose</p> <p><u>CT 3.2e</u> Evaluate the validity of primary and secondary sources of information to authenticate research</p> <p><u>NETS-S 3a</u> Plan strategies to guide inquiry</p> <p><u>NETS-S 3b</u> Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media</p> <p>3dProcess data and report results (on-line research)</p>	<ul style="list-style-type: none"> • Analyze a controversial issue to arrive at arguments to build a case. • Analyze evidence to choose the most appropriate information to support the arguments • Infer the other side’s arguments in preparation for the debate.. • Apply all public speaking skills in a debate situation. 	<ul style="list-style-type: none"> • Students present a panel discussion on a controversial issue. Fictitious roles for each member are established. Students are judged on preparation and ability to be both assertive and respectful. • Students are assigned an affirmative or negative view on a given controversial topic. Partners on the given side research information to build their case based on official Extemporaneous Debating rules. Debates are performed 	<p>Books as listed above</p> <p>Resource material from the library and on-line, excluding Wikipedia</p>
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<p>Unit 6</p> <p>Major Speech: Informational</p> <p>2 weeks</p>	<p><u>CT 3.1a</u> Use oral language with clarity, voice and fluency to communicate a message.</p> <p><u>CT 3.2b</u> Students apply the most effective processes to create and present an oral piece.</p> <p><u>CT 3.2f</u> Present final products in a myriad of ways, including the use of arts and technology.</p> <p><u>CT 4.2b</u> Students evaluate the impact of language as related to audience and purpose.</p> <p><u>NETS-S 2b</u> Communicate information and ideas effectively to multiple audiences using a variety of media and formats. (powerpoint)</p>	<ul style="list-style-type: none"> • Integrate all elements of effective public speaking to demonstrate mastery. • Critique self and others to achieve mastery. 	<ul style="list-style-type: none"> • Develop an informational speech to present to an outside audience. The speech must be delivered without notecards, must last 10 minutes, and must incorporate the use of a prop or visual. • Practice the presentation with class feedback • Present speech to an outside audience 	<p>Books as listed above</p>
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