

***Elizabethtown Area
School District***

Speech I

Course Number:	180	Length of Course:	one semester
Grade Level:	9 - 12	Total Clock Hours:	120
Length of Period:	80 minutes	Date Written:	01/07/05, 08/05
Periods per Week/Cycle:	5	Written By:	Michele Henry
Credits (if app.):	1		

Course Description:

This course is designed to introduce students to the fundamentals of communication theory, mass communication, and speech composition. The emphasis is on verbal and nonverbal communication. Many practical exercises in public speaking provide students with oratorical experience, for the class requires a wide variety of speech assignments.

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I. Overall Course/Grade Level Standards

Students will KNOW and be able TO DO the following as a result of taking this course.

- A. Read independently and critically, interpreting and comprehending the text as well as other printed sources used in class.
- B. Write in a variety of modes, such as persuasive, informational and narrative in order to create meaningful and valid speeches.
- C. Improve the quality of writing in order to present high-quality speeches. Students should become knowledgeable in formulating a purpose of focus for their speeches and refraining from deviating from this purpose.
- D. Improve speaking skills, specifically all elements of vocal quality such as inflection, enunciation, projection, etc.
- E. Learn to listen more effectively to others in both a public speaking situation as well as in interpersonal relationships.
- F. Become more skilled in the use of a variety of speech techniques, including rhetorical devices as well as better vocabulary and phrasing.
- G. Incorporate the usage of research in most, if not all, speeches.
- H. Analyze speeches of classmates in regard to verbal and nonverbal elements in order to model the effectiveness.
- I. Control the level of stage fright symptoms in order to make this increased energy a springboard for an excellent performance.
- J. Understand and apply concepts of communication theory as they relate to interpersonal relationships.

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II. Content

Major Areas of Study

List all units of study below:

<u>Unit</u>	<u>Estimated Time</u>	<u>Materials</u>
1. Communication Theory, Including Lessons on Listening Skills	2 weeks`	Text (<i>SPEECH for Effective Communication</i>), various handouts, supplemental texts
2. Preparing and Delivering Quality Speeches	2 weeks	Text, various handouts, supplemental texts
3. Introductory Speech – Personality Box	1 week	Text, various handouts
4. Stage Fright- Overcoming Anxiety Associated with Public Speaking	1 week	Text, various handouts
5. Voice of Democracy Speech (fall semester only)	1 week	Various handouts, VFW contact person
6. Nomination/Acceptance Speech	1 week	Text, various handouts, supplemental texts
7. Pet Peeve Speech	1 week	Text, various handouts, supplemental texts
8. Holiday Speech (fall semester only)	1 week	Various handouts
9. Personal Experience Speech	1 week	Text, various handouts, supplemental texts
10. The Vocal Mechanism	1-2 weeks	Text, various handouts, supplemental texts
11. Persuasive Speech	1-2 weeks	Text, various handouts, supplemental texts

12. Nonverbal Communication	1 week	Text, various handouts, supplemental texts
13. Pantomime	1 week	Text, various handouts, supplemental texts
14. Choosing Effective Language and Vocabulary	1 week	Text, various handouts, supplemental texts
15. Autobiography Speech	1 week	Text, various handouts, supplemental texts
16. Farewell Speech	1 week	Various handouts, supplemental text

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Name of Course: Speech

Name of Unit: Communication Theory/Listening

Essential Question for the Unit: Why study communication and practice good listening skills?

Unit Objectives/EQs			
A. What are the basic communication concepts and terms?	E.	J.	1.1D 1.6A
B. What is the difference between verbal and nonverbal communication?	E.	J.	1.1D 1.6A
C. What is the difference between hearing and listening?	E.	E.	1.1D 1.6A 1.6D
D. What are the different types of listening?	E.	E.	1.1D 1.6A
E. What are the barriers to effective communication?	E.	J.	1.1D 1.6A
F. What needs does communication fulfill?	E.	J.	1.1D 1.6A
G. What do basic communication models look like?	E.	J.	1.1D 1.6A
H. What is helpful feedback and why is it important?	E.	J.	1.1D 1.6A 1.6D
I.			
J.			

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Name of Course: Speech Name of Unit: Preparing and Delivering Quality Speeches

Essential Question for the Unit: What are the basic skills involved in preparing and delivering quality speeches?

Unit Objectives/EQs			
A. What are some of the methods for introducing speeches?	E.	C.	1.1D 1.4B 1.5A 1.5B
B. What are some of the methods for concluding speeches?	E.	C.	1.1D 1.4B 1.5A 1.5B
C. What are the optimal methods for outlining a speech?	E.	C.	1.1D 1.4B 1.5A 1.5B
D. How does one stay focused while preparing and then delivering a speech?	E.	C.	1.1D 1.4B 1.5A 1.5B
E. What are the different methods of organization (i.e. – topical, chronological, etc.)?	E.	C.	1.1D 1.4B 1.5A 1.5B
F. How does one generate ideas/topics for a speech and then limit the ideas?	E.	C.	1.1D 1.4B 1.5A 1.5B
G. What are the benefits of good organizational skills in preparing speeches?	E.	C.	1.1D 1.4B 1.5A 1.5B
H. What is the importance of audience analysis?	E.	C.	1.1D 1.6A 1.6D
I. What is the number one rule in public speaking?	E.	C.	1.1D 1.6A
J. What is the importance of research in preparing a speech?	E.	C.	1.1D 1.6A
H. What is the role of audio visual aids in presenting a speech?	E.	C.	1.6A 1.6F

I. Why is repeated practice one of the single most significant ways to avoid pitfalls in a speech?	E.	C.	1.1D 1.6A
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Name of Course: Speech Name of Unit: Introductory Speech – Personality Box
 Essential Question for the Unit: How can one introduce oneself and get to know others in the class through a personality box speech?

Unit Objectives/EQs			
A. What is a personality box speech?	E.	C.	1.1D 1.5A 1.5B 1.5C 1.5D
B. How is a personality box speech constructed?	E.	C.	1.1D 1.5A 1.5B 1.5C 1.5D 1.5E 1.6C
C. What are the basic concepts in preparing and delivering speeches that are appropriate to this specific speech assignment?	E.	C.	1.1D 1.5A 1.5B 1.5C
D. How does a speaker decide upon six to ten areas on which to focus for the personality box speech?	E.	C.	1.5A 1.6A
E.			
F.			
G,			
H.			

Name of Course: Speech Name of Unit: Stage Fright – Overcoming Anxiety Associated with Public Speaking

Essential Question for the Unit: How can a speaker learn to control stage fright and use it to his advantage?

Unit Objectives/EQs			
A. What is stage fright and how does it affect the public speaking performance?	E.	I.	1.1D 1.6A 1.6D
B. What are the facts about stage fright – who does it affect and what are the causes?	E.	I.	1.1D 1.6A 1.6D
C. What can one do to relax before a presentation?	E.	I.	1.1D 1.6A 1.6D
D. What are the two types of stage fright, and which one is conducive to a quality performance?	E.	I.	1.1D
E. What are the physical manifestations of stage fright?	E.	I.	1.1D 1.6A 1.6D
F.			
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H.			

Name of Course: Speech Name of Unit: Voice of Democracy Speech
 Essential Question for the Unit: What are the special requirements of a patriotic speech such as the Voice of Democracy speech?

Unit Objectives/EQs			
A. What is the Voice of Democracy speech?	E.	B.	1.1D
B. How is the Voice of Democracy speech constructed?	E.	B.	1.1D 1.5A 1.5B 1.5C 1.5D 1.5E 1.6C
C. What basic concepts in preparing and delivering speeches are appropriate to this specific speech assignment?	E.	B.	1.1D 1.5A 1.5B 1.5C
D. What emotions should be evident in a speech of this nature?	E.	B.	1.1D 1.6A
E. What is the importance of a unique theme in writing this speech?	E.	B.	1.1D 1.6A
F.			
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H.			
I.			
J.			

Name of Course: Speech Name of Unit: Nomination/Acceptance Speech
 Essential Question for the Unit: How does a speaker nominate or accept an award/position in a formal setting?

Unit Objectives/EQs			
A. What is a nomination/acceptance speech?	E.	C.	1.1D 1.5A 1.5B 1.5C 1.5D
B. How is a nomination speech constructed?	E.	C.	1.1D 1.5A 1.5B 1.5C 1.5D 1.5E 1.6C
C. How is an acceptance speech constructed?	E.	C.	1.1D 1.5A 1.5B 1.5C 1.5D 1.5E 1.6C
D. What is the most important emotion that needs to be exuded during either a nomination or an acceptance speech?	E.	C.	1.1D 1.6A
E. What basic concepts in preparing and delivering speeches are appropriate to this specific speech assignment?	E.	C.	1.1D 1.5A 1.5B 1.5C
F. What is the significance of parliamentary procedure in this setting?	E.	C.	1.1D 1.6A 1.6C
G. What is the role of working with a partner in this type of speech assignment?	E.	C.	1.1D 1.6A 1.6D
H. How does one derive upon a topic for a nomination or acceptance speech?	E.	C.	1.5A 1.6A

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Name of Course: Speech Name of Unit: Pet Peeve Speech

Essential Question for the Unit: How does a pet peeve speech effectively communicate one's unique qualities?

Unit Objectives/EQs			
A. What is a pet peeve speech?	E.	D.	1.1D 1.5A 1.5B 1.5C 1.5D
B. How can one determine a topic for this speech?	E.	D.	1.5A 1.6A
C. How is a pet peeve speech constructed?	E.	D.	1.1D 1.5A 1.5B 1.5C 1.5D 1.5E 1.6C
D. What is the key emotion which should be exuded in a speech of this nature?	E.	D.	1.1D 1.6A
E.			
F.			
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Name of Course: Speech Name of Unit: Holiday Speech

Essential Question for the Unit: How can the holiday speech reinforce public

speaking concepts learned thus far in the semester?

Unit Objectives/EQs			
A. What kinds of presentations fulfill the requirements of this assignment?	E.	D.	1.1D 1.5A 1.5B 1.5C 1.5D
B. What are the guidelines for this performance?	E.	D.	1.1D 1.5A 1.5B 1.5C 1.5D 1.5E 1.6C
C. What basic concepts in preparing and delivering speeches are appropriate for this specific speech assignment?	E.	D.	1.1D 1.5A 1.5B 1.5C
D. How can one derive upon a topic for a holiday speech?	E.	D.	1.5A 1.6A
E.			
F.			
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H.			

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Name of Course: Speech Name of Unit: Personal Experience Speech
 Essential Question for the Unit: How does a personal experience speech help to

exhibit the personality of the speaker?

Unit Objectives/EQs			
A. What is a personal experience speech?	E.	F.	1.1D 1.5A 1.5B 1.5C 1.5D
B. How is a personal experience speech constructed?	E.	F.	1.1D 1.5A 1.5B 1.5C 1.5D 1.5E 1.6C
C. What is the importance of storytelling skills for the personal experience speech?	E.	F.	1.1D 1.6A 1.6D
D. What are some of the salient qualities of a successful storyteller?	E.	F.	1.1D 1.6A 1.6D
E. How can a speaker make his experience/story relevant for the audience members?	E.	F.	1.1D 1.6A
F. What basic concepts in preparing and delivering speeches are appropriate to this specific speech assignment?	E.	F.	1.1D 1.5A 1.5B 1.5C
G. How can one derive upon a topic for a personal experience speech?	E.	F.	1.5A 1.6A
H.			

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Name of Course: Speech Name of Unit: The Vocal Mechanism
 Essential Question for the Unit: How do speakers produce sound?

Unit Objectives/EQs			
A. What are the physiological generators of sound in the human body?	E.	D.	1.1D
B. What is the basic vocabulary associated with the vocal anatomy?	E.	D.	1.1A 1.1C 1.1D 1.1E
C. What are the resonators and how do they contribute to the production of sound?	E.	D.	1.1D
D. What are the articulators and how do they contribute to the production of sound?	E.	D.	1.1D
E. How can a speaker improve vocalization?	E.	D.	1.1D 1.6A 1.6D
F. What exercises and drills can make one more aware of vocal limitations and problems in order to improve and correct them?	E.	D.	1.1D
G. What purposes do pauses serve?	E.	D.	1.1D 1.6A 1.6D
H.			
I.			
J.			

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Name of Course: Speech

Name of Unit: Persuasive Speech

Essential Question for the Unit: How can a speaker sway an audience in a persuasive speech?

Unit Objectives/EQs			
A. What is a persuasive speech?	E.	B.	1.1D 1.5A 1.5B 1.5C 1.5D
B. How is a persuasive speech constructed?	E.	B.	1.1D 1.5A 1.5B 1.5C 1.5D 1.5E 1.6C
C. What methods may a speaker employ in order to persuade his listeners?	E.	B.	1.1D 1.4C 1.6A
D. What kinds of research are necessary in a persuasive speech?	E.	B.	1.1D 1.6A 1.8B 1.8C
E. What basic concepts in preparing and delivering speeches are appropriate to this specific speech assignment?	E.	B.	1.1D 1.5A 1.5B 1.5C
F. What nonverbal skills are most effective in a speech of this nature?	E.	B.	1.1D 1.6F
G. What is the most important emotion that needs to be exuded during a persuasive speech?	E.	B.	1.1D 1.6A
H.			

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Name of Course: Speech Name of Unit: Nonverbal Communication
 Essential Question for the Unit: How can an individual communicate without the

use of words?

Unit Objectives/EQs			
A. What is nonverbal communication?	E.	E.	1.1D
B. What are some examples of body language/kinesics?	E.	E.	1.1D 1.6A 1.6D 1.6F
C. In interpersonal communication, how much of what is expressed is nonverbal?	E.	E.	1.1D 1.6A 1.6D 1.6F
D. How is body language analyzed?	E.	E.	1.1D 1.6A 1.6D 1.6F
E. How can an emphasis on body language help to improve one’s communication skills and, in turn, aid a person to have better relationships?	E.	E.	1.1D 1.6A 1.6D 1.6F
F. How is one’s appearance as well as one’s facial expressions be a distinctive form of body language?	E.	E.	1.1D 1.6A 1.6D 1.6F
G. How can a person work toward exhibiting the desired demeanor in regard to body language?	E.	E.	1.1D 1.6A 1.6D 1.6F
H. How do different cultures and ethnicities deal with proxemics and kinesics?	E.	E.	1.1D 1.6A 1.6D 1.6F

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Name of Course: Speech

Name of Unit: Pantomime

Essential Question for the Unit: How can pantomime help in improving upon nonverbal communications skills?

Unit Objectives/EQs			
A. What is pantomime?	E.	H.	1.1D 1.5A 1.5B 1.5C 1.5D
B. Where and when did pantomime originate?	E.	H.	1.1D 1.6F
C. How is pantomime used today?	E.	H.	1.1D 1.6F
D. Who are some famous mimes (past and present) and why were they or are they effective communicators and entertainers?	E.	H.	1.1D 1.6F
E. What kinds of skills are needed in order to be a successful mime?	E.	H.	1.1D 1.6A 1.6F
F. How can one choose a topic for a pantomime speech?	E.	H.	1.5A 1.6A
G. What music best enhances an individual pantomime?	E.	H.	1.1D 1.6A 1.6F
H. What is the importance of practice before presenting a pantomime?	E.	H.	1.1D 1.6A
I. Why are deliberate and complete movements integral to a successful pantomime?	E.	H.	1.1D 1.6A
J.			

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Name of Course: Speech Name of Unit: Choosing Effective Language and Vocabulary

Essential Question for the Unit: How can choosing the right words for a speech make a speech memorable and outstanding?

Unit Objectives/EQs			
A. How is good speaking similar to good writing?	E.	C.	1.1D 1.6A
B. What qualities make certain types of language more effective than others?	E.	C.	1.1D 1.2A 1.3C 1.4B 1.4C 1.5A 1.5B 1.5C 1.5D 1.5E, 1.5F, 1.5G, 1.6A
C. What exercises are helpful in training a speaker to choose precise wording as opposing to simple or general terms?	E.	C.	1.1D 1.4B 1.6C
D. What is the difference between concrete and abstract words?	E.	C.	1.1D
E. What are loaded words and when should they be used?	E.	C.	1.1D
F. What is connotation?	E.	C.	1.1D 1.6A 1.6D
G. What is denotation?	E.	C.	1.1D 1.6A 1.6D
H. What resources assist a speaker in choosing words which exhibit the exact shade of meaning desired in a specific instance?	E.	C.	1.1D 1.6A 1.6D 1.8B
I. How can one avoid common language problems such as jargon and slang?	E.	C.	1.1D 1.6A 1.6D

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Name of Course: Speech Name of Unit: Autobiography Speech
 Essential Question for the Unit: How can an autobiography speech provide a unique public speaking experience for novice orators?

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Unit Objectives/EQs			
A. What is an autobiography speech?	E.	D.	1.1D 1.5A 1.5B 1.5C 1.5D
B. What specific guidelines must be adhered to in an autobiography speech?	E.	D.	1.1D 1.5A 1.5B 1.5C 1.5D 1.5E 1.6C
C. How is an autobiography speech constructed?	E.	D.	1.1D 1.5A 1.5B 1.5C 1.5D 1.5E 1.6C
D. How can a speaker balance authenticity and entertainment in an autobiography speech?	E.	D.	1.1D 1.6A
E. What basic concepts in preparing and delivering speeches are appropriate to this specific speech assignment?	E.	D.	1.1D 1.5A 1.5B 1.5C
F.			

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Name of Course: Speech Name of Unit: Farewell Speech

Essential Question for the Unit: How can a farewell speech be an effective means of saying goodbye as well as an exhibition of concepts learned during the semester?

Unit Objectives/EQs			
A. What is a farewell speech?	E.	D.	1.1D 1.5A 1.5B 1.5C 1.5D
B. What specific guidelines must be adhered to in a farewell speech?	E.	D.	1.1D 1.5A 1.5B 1.5C 1.5D 1.5E, 1.6C
C. How is a farewell speech constructed?	E.	D.	1.1D 1.5A 1.5B 1.5C 1.5D 1.5E, 1.6C
D. What is the most important emotion that needs to be exuded during a farewell speech?	E.	D.	1.1D 1.6A
E. What basic concepts in preparing and delivering speeches are appropriate to this specific speech assignment?	E.	D.	1.1D 1.5A 1.5B 1.5C
F. What is the importance of a unique theme in writing this speech?	E.	D.	1.5A 1.5B 1.5C 1.5D 1.5E 1.5F 1.6C
G. What is the difference between a commencement speech and a farewell speech?	E.	D.	1.1D 1.6A 1.6D

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III. Course Assessments

Check types of assessments to be used in the teaching of the course.
(Provide examples of each type.)

Objective Tests/Quizzes

Response Journals

- Constructed Responses
- Essays
- Reports
- Projects
- Portfolios
- Presentations
- Performance tasks

- Logs
- Computer Simulations
- Research Papers
- Class Participation
- Notetaking
- Daily Assignments
- Writing Samples

Provide copies of common assessments that will be utilized for all students taking this course. Overall course/grade level standards will be measured by a common course assessment. Unit objectives will be measured on an ongoing basis as needed by the classroom teacher to assess learning and plan for instruction. List common assessments below and recommended date/time frame for administration (at least quarterly).

Name of Assessment	When given?
1. Chapter tests	At the completion of each unit
2. Reading quizzes	After assigned reading, done intermittently
3. Speeches (specific/unique rubric used for each)	Used to assess each public speaking experience
4. Final speech/exam	End of semester
5. Group or individual presentations	Done periodically
6.	

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IV. Expected levels of achievement

Current grading scale: As per school policy

PA Proficiency Levels
Advanced Proficient
Basic Below Basic

Attach rubrics, checklists, or other documentation noting how levels of proficiency will be determined for common assessments. The following scoring documents have been developed for this course: