

**Brookings School District 5-1  
Speech Curriculum (1 semester class)  
2010-2011**

<b>Unit: Introduction to Communication</b>				
<b>Resources:</b>	<b>Standard(s):</b> • <b>Learning Target(s)</b>	<b>Assessment:</b>	<b>First Semester</b>	<b>Second Semester</b>
<p><b>Effective Speech Communication (text) Chapters 1 &amp; 2</b></p> <p><b>Supplementary video clips</b></p> <p><b>History of the English Language video</b></p> <p><b>Nonverbal language video (The Language of the Body)</b></p>	<p>9.R.2.1 Students can evaluate text by applying comprehension strategies. – Evaluation</p> <ul style="list-style-type: none"> <li>• I can ask questions about the text that help me construct meaning. (9.R.2.1)</li> <li>• I can skim the text for the main ideas. (9.R.2.1)</li> <li>• I can scan the text for specific details. (9.R.2.1)</li> <li>• I can make connections between the text and my experiences. (9.R.2.1)</li> <li>• I can make connections between the text and the world in which I live. (9.R.2.1)</li> <li>• I can state the main idea of the text (main idea = what the author is trying to tell us). (9.R.2.1)</li> </ul> <p>10.R.2.1 Students can formulate associations between texts and experiences. – Synthesis</p> <ul style="list-style-type: none"> <li>• I can make connections between the text and my experiences. (10.R.2.1)</li> <li>• I can make connections between the text and the world in which I live. (10.R.2.1)</li> </ul> <p>10.R.2.2 Students can read fluently to comprehend grade-level text. – Application</p> <ul style="list-style-type: none"> <li>• I can answer questions about different types of</li> </ul>	<p>Test</p> <p>Class discussion</p> <p>Review questions</p> <p>Chapter activities</p>		

	<p>text. (10.R.2.2)</p> <ul style="list-style-type: none"> <li>• I can summarize different types of text. (10.R.2.2)</li> <li>• I can adjust my reading speed for different types of text. (10.R.2.2)</li> </ul> <p>9.LVS.1.1 Students can analyze the use of images, text, and sound in media for accuracy, validity, and influence.</p> <p>- Analysis</p> <ul style="list-style-type: none"> <li>▪ I can explain the influence of media on the viewer. (9.LVS.1.1)</li> </ul> <p>10.LVS.1.1 Students can analyze visual and auditory impact on the credibility and reliability of the message. - Analysis</p> <ul style="list-style-type: none"> <li>▪ I can analyze nonverbal communication (facial expressions, gestures, posture, rate, tone, volume, inflection, enunciation). (10.LVS.1.1)</li> <li>▪ I can determine credibility of a speaker based on nonverbal cues. (10.LVS.1.1)</li> </ul>			
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**Unit: Informative Speaking**

<b>Resources:</b>	<b>Standard(s):</b> • <b>Learning Target(s)</b>	<b>Assessment:</b>	<b>First Semester</b>	<b>Second Semester</b>
<b>Effective Speech Communication (text)</b>  <b>Computer lab/internet</b>	10.R.1.1 Students can apply contrast clues to extend vocabulary. - Analysis  • I can identify and use clue words that will show	Personal experience speech Personal experience outline Demonstration speech Demonstration speech outline		

<p><b>Research materials</b></p>	<p>contrast to help understand the meaning of an unfamiliar word. (10.R.1.1)</p> <p>10.R.2.1 Students can formulate associations between texts and experiences. – Synthesis</p> <ul style="list-style-type: none"> <li>• I can make connections between the text and my experiences. (10.R.2.1)</li> <li>• I can make connections between the text and other texts. (10.R.2.1)</li> <li>• I can make connections between the text and the world in which I live. (10.R.2.1)</li> </ul> <p>10.R.2.2 Students can read fluently to comprehend grade-level text. – Application</p> <ul style="list-style-type: none"> <li>• I can answer questions about different types of text. (10.R.2.2)</li> <li>• I can summarize different types of text. (10.R.2.2)</li> <li>• I can adjust my reading speed for different types of text. (10.R.2.2)</li> </ul> <p>9.LVS.1.2 Students can implement organizational methods for informative presentations. – Synthesis</p> <ul style="list-style-type: none"> <li>• I can organize an informative presentation. (9.LVS.1.2)</li> <li>• I can write an outline for a presentation. (9.LVS.1.2)</li> <li>• I can tell the difference between main ideas and details. (9.LVS.1.2)</li> </ul>	<p>Demonstration visual aid  Informative (researched) speech  Informative speech outline  Informative speech evidence cards  Works cited  Informative PowerPoint  Practice exercises</p>		
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	<p>9.LVS.1.3 Students can clarify and defend positions with precise and relevant evidence within an informal setting.</p> <p>- Application</p> <ul style="list-style-type: none"><li>• I can gather evidence to defend a position. (9.LVS.1.3)</li><li>• I can evaluate the credibility of a source. (9.LVS.1.3)</li><li>• I can evaluate the usefulness of a source. (9.LVS.1.3)</li></ul> <p>9.LVS.1.4 Students can support a presentation with audio/visual aids and technology considering audience and purpose. - Application</p> <ul style="list-style-type: none"><li>• I can analyze my audience. (9.LVS.1.4)</li><li>• I can identify the purpose of my presentation. (9.LVS.1.4)</li><li>• I can create/select an appropriate audio/visual aid. (9.LVS.1.4)</li><li>• I can use technology to support and enhance my presentation. (9.LVS.1.4)</li></ul> <p>10.LVS.1.1 Students can analyze visual and auditory impact on the credibility and reliability of the message. - Analysis</p> <ul style="list-style-type: none"><li>• I can analyze nonverbal communication (facial expressions, gestures, posture, rate, tone, volume, inflection, enunciation). (10.LVS.1.1)</li><li>• I can determine credibility of a speaker based</li></ul>			
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on nonverbal cues. (10.LVS.1.1)

10.LVS.1.3 Students can analyze how verbal and nonverbal communication can influence the interpretation of the message. – Analysis

- I can analyze how word choice affects the message. (10.LVS.1.3)
- I can analyze how nonverbal communication affects the message. (10.LVS.1.3)

10.LVS.1.4 Students can clarify and defend positions with precise and relevant evidence in a formal presentation or speech. – Application

- I can write a thesis statement. (10.LVS.1.4)
- I can formulate main points to support my thesis. (10.LVS.1.4)
- I can support my main points with evidence. (10.LVS.1.4)

10.LVS.1.5 Students can monitor audience for nonverbal feedback and adjust delivery in a formal presentation or speech. – Synthesis

- I can recognize and respond appropriately to positive nonverbal feedback. (10.LVS.1.5)
- I can recognize and respond appropriately to negative nonverbal feedback. (10.LVS.1.5)

10.LVS.1.6 Students can evaluate the relationship among purpose, audience, and content of speeches or

presentations. – Evaluation

- I can identify my purpose. (10.LVS.1.6)
- I can analyze my audience. (10.LVS.1.6)
- I can choose content to support my purpose. (10.LVS.1.6)
- I can choose content to adjust to my audience’s needs. (10.LVS.1.6)

10.LVS.1.7 Students can incorporate (*not*) verbal techniques in formal speeches or presentations. –

Application

- I can use rate effectively. (10.LVS.1.7)
- I can use volume effectively. (10.LVS.1.7)
- I can use enunciation effectively. (10.LVS.1.7)

10.LVS.1.8 Students can construct and deliver a variety of formal speeches or presentations. – Synthesis

- I can write a thesis statement. (10.LVS.1.8)
- I can formulate main points to support my thesis. (10.LVS.1.8)
- I can support my main points with evidence. (10.LVS.1.8)
- I can select the most effective organizational pattern. (10.LVS.1.8)
- I can write effective introductions. (10.LVS.1.8)
- I can write effective conclusions. (10.LVS.1.8)
- I can construct and deliver a narrative

speech. (10.LVS.1.8)

- I can construct and deliver a demonstration speech. (10.LVS.1.8)
- I can construct and deliver an informative speech. (10.LVS.1.8)

11.LVS.1.1 Students can evaluate strategies used in auditory and visual communications to inform, to persuade, and to entertain. – Evaluation

- I can evaluate the effectiveness of sound and visual effects. (11.LVS.1.1)

11.LVS.1.2 Students can evaluate logical and critical thinking used in communication. – Evaluation

- I can evaluate the effectiveness of a presentation's organization. (11.LVS.1.2)

12.LVS.1.3 Students can narrate a multimedia presentation that combines text, images, and sounds to reflect, to inform, to persuade, or to entertain. – Synthesis

- I can use technology to enhance the purpose of my presentation. (12.LVS.1.3)

9.W.1.3 Students can write an informational document using primary and secondary sources that are listed on a reference page. – Synthesis

- I can create a reference page using MLA. (9.W.1.3)

<b>Unit: Persuasive Speaking</b>				
<b>Resources:</b>	<b>Standard(s):</b> • <b>Learning Target(s)</b>	<b>Assessment:</b>	<b>First Semester</b>	<b>Second Semester</b>
<p><b>Effective Speech Communication (text)</b></p> <p><b>Computer lab/internet Research materials</b></p> <p><b>Advertising video (Why Ads Work)</b></p> <p><b>Advertising clips/examples</b></p>	<p>10.R.1.1 Students can apply contrast clues to extend vocabulary. – Analysis</p> <ul style="list-style-type: none"> <li>I can identify and use clue words that will show contrast to help understand the meaning of an unfamiliar word. (10.R.1.1)</li> </ul> <p>10.R.2.1 Students can formulate associations between texts and experiences. – Synthesis</p> <ul style="list-style-type: none"> <li>I can make connections between the text and my experiences. (10.R.2.1)</li> <li>I can make connections between the text and other texts. (10.R.2.1)</li> <li>I can make connections between the text and the world in which I live. (10.R.2.1)</li> </ul> <p>10.R.2.2 Students can read fluently to comprehend grade-level text. – Application</p> <ul style="list-style-type: none"> <li>I can answer questions about different types of text. (10.R.2.2)</li> <li>I can summarize different types of text. (10.R.2.2)</li> <li>I can adjust my reading speed for different types of text. (10.R.2.2)</li> </ul> <p>9.R.5.1 Students can evaluate primary and secondary</p>	<p>Class discussion</p> <p>Sales group video</p> <p>Sales outline</p> <p>Sales script</p> <p>Advertising exercises</p> <p>Persuasive (researched) speech</p> <p>Persuasive outline</p> <p>Persuasive evidence cards</p> <p>Works cited</p> <p>Fallacies worksheets/quiz</p>		



	<p>sources for credibility. – Evaluation</p> <ul style="list-style-type: none"><li>• I can identify what makes a source credible. (9.R.5.1)</li><li>• I can evaluate a source for credibility. (9.R.5.1)</li></ul> <p>10.R.5.1 Students can recognize logical fallacies in sources.– Comprehension</p> <ul style="list-style-type: none"><li>• I can make a list of logical fallacies. (10.R.5.1)</li><li>• I can identify logical fallacies when I read them in a text. (10.R.5.1)</li></ul> <p>11.R.5.1 Students can analyze factors that influence the credibility of informational sources. – Analysis</p> <ul style="list-style-type: none"><li>• I can identify the source of a text. (11.R.5.1)</li><li>• I can explain what attributes a credible author possesses. (11.R.5.1)</li><li>• I can explain what credentials a credible author possesses. (11.R.5.1)</li></ul> <p>12.R.5.1 Students can synthesize information from multiple sources to analyze issues and to make decisions for research. – Synthesis</p> <ul style="list-style-type: none"><li>• I can analyze information from multiple, credible sources. (12.R.5.1)</li><li>• I can select information to support a clear and defensible thesis. (12.R.5.1)</li></ul>			
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	<p>9.LVS.1.1 Students can analyze the use of images, text, and sound in media for accuracy, validity, and influence.</p> <p>- Analysis</p> <ul style="list-style-type: none"><li>• I can identify bias in media sources. (9.LVS.1.1)</li><li>• I can rate the accuracy of media. (9.LVS.1.1)</li><li>• I can explain the influence of media on the viewer. (9.LVS.1.1)</li></ul> <p>9.LVS.1.3 Students can clarify and defend positions with precise and relevant evidence within an informal setting.</p> <p>- Application</p> <ul style="list-style-type: none"><li>• I can gather evidence to defend a position. (9.LVS.1.3)</li><li>• I can evaluate the credibility of a source. (9.LVS.1.3)</li><li>• I can evaluate the usefulness of a source. (9.LVS.1.3)</li></ul> <p>9.LVS.1.4 Students can support a presentation with audio/visual aids and technology considering audience and purpose. - Application</p> <ul style="list-style-type: none"><li>• I can analyze my audience. (9.LVS.1.4)</li><li>• I can identify the purpose of my presentation. (9.LVS.1.4)</li><li>• I can create/select an appropriate audio/visual aid. (9.LVS.1.4)</li><li>• I can use technology to support and enhance my presentation. (9.LVS.1.4)</li></ul>			
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10.LVS.1.1 Students can analyze visual and auditory impact on the credibility and reliability of the message. - Analysis

- I can analyze nonverbal communication (facial expressions, gestures, posture, rate, tone, volume, inflection, enunciation). (10.LVS.1.1)
- I can determine credibility of a speaker based on nonverbal cues. (10.LVS.1.1)

10.LVS.1.2 Students can evaluate the effectiveness of arguments used by speakers. - Evaluation

- I can identify the arguments used by the speaker. (10.LVS.1.2)
- I can determine the effectiveness of the arguments used by the speaker. (10.LVS.1.2)

10.LVS.1.3 Students can analyze how verbal and nonverbal communication can influence the interpretation of the message. - Analysis

- I can analyze how word choice affects the message. (10.LVS.1.3)
- I can analyze how nonverbal communication affects the message. (10.LVS.1.3)

10.LVS.1.4 Students can clarify and defend positions with precise and relevant evidence in a formal presentation or speech. - Application

	<ul style="list-style-type: none"><li>• I can write a thesis statement. (10.LVS.1.4)</li><li>• I can formulate main points to support my thesis. (10.LVS.1.4)</li><li>• I can support my main points with evidence. (10.LVS.1.4)</li><li>• I can identify types of logical fallacies. (10.LVS.1.4)</li></ul> <p>10.LVS.1.5 Students can monitor audience for nonverbal feedback and adjust delivery in a formal presentation or speech. – Synthesis</p> <ul style="list-style-type: none"><li>• I can recognize and respond appropriately to positive nonverbal feedback. (10.LVS.1.5)</li><li>• I can recognize and respond appropriately to negative nonverbal feedback. (10.LVS.1.5)</li></ul> <p>10.LVS.1.6 Students can evaluate the relationship among purpose, audience, and content of speeches or presentations. – Evaluation</p> <ul style="list-style-type: none"><li>• I can identify my purpose. (10.LVS.1.6)</li><li>• I can analyze my audience. (10.LVS.1.6)</li><li>• I can choose content to support my purpose. (10.LVS.1.6)</li><li>• I can choose content to adjust to my audience’s needs. (10.LVS.1.6)</li></ul> <p>10.LVS.1.7 Students can incorporate <i>(not)</i> verbal</p>			
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techniques in formal speeches or presentations. –

Application

- I can use rate effectively. (10.LVS.1.7)
- I can use pitch effectively. (10.LVS.1.7)
- I can use tone effectively. (10.LVS.1.7)
- I can use volume effectively. (10.LVS.1.7)
- I can use inflection effectively. (10.LVS.1.7)
- I can use enunciation effectively.  
(10.LVS.1.7)

10.LVS.1.8 Students can construct and deliver a variety of formal speeches or presentations. – Synthesis

- I can write a thesis statement. (10.LVS.1.8)
- I can formulate main points to support my thesis. (10.LVS.1.8)
- I can support my main points with evidence.  
(10.LVS.1.8)
- I can select the most effective organizational pattern. (10.LVS.1.8)
- I can write effective introductions.  
(10.LVS.1.8)
- I can write effective conclusions. (10.LVS.1.8)
- I can construct and deliver a persuasive speech. (10.LVS.1.8)

11.LVS.1.1 Students can evaluate strategies used in auditory and visual communications to inform, to persuade, and to entertain. – Evaluation

	<ul style="list-style-type: none"> <li>• I can evaluate the effectiveness of sound and visual effects. (11.LVS.1.1)</li> </ul> <p>11.LVS.1.2 Students can evaluate logical and critical thinking used in communication. – Evaluation</p> <ul style="list-style-type: none"> <li>• I can evaluate the effectiveness of a presentation’s organization. (11.LVS.1.2)</li> <li>• I can identify types of logical fallacies. (11.LVS.1.2)</li> <li>• I can identify reasoning as inductive or deductive. (11.LVS.1.2)</li> <li>• I can evaluate the effectiveness of a speaker’s reasoning. (11.LVS.1.2)</li> </ul> <p>12.LVS.1.3 Students can narrate a multimedia presentation that combines text, images, and sounds to reflect, to inform, to persuade, or to entertain. – Synthesis</p> <ul style="list-style-type: none"> <li>• I can use technology to enhance the purpose of my presentation. (12.LVS.1.3)</li> </ul> <p>10.W.1.3 Students can write a research document that cites sources to support a thesis. – Synthesis</p> <ul style="list-style-type: none"> <li>• I can create a reference page. (10.W.1.3)</li> </ul> <p>12.W.2.1 Students can edit a document for all conventions. – Evaluation</p> <ul style="list-style-type: none"> <li>• I can edit my writing for spelling. (12.W.2.1)</li> <li>• I can edit my writing for punctuation. (12.W.2.1)</li> <li>• I can edit my writing for grammar and usage.</li> </ul>			
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	<p>(12.W.2.1)</p> <ul style="list-style-type: none"> <li>I can edit for MLA style guidelines. (12.W.2.1)</li> </ul>			
<b>Unit: Oral Interpretation</b>				
<b>Resources:</b>	<b>Standard(s):</b>	<b>Assessment:</b>	<b>First Semester</b>	<b>Second Semester</b>
<p><b>Various plays/play cuttings</b></p> <p><b>Sample interpretation DVDs/tapes</b></p>	<p><b>Learning Target(s)</b></p> <p>10.R.1.1 Students can apply contrast clues to extend vocabulary. – Analysis</p> <ul style="list-style-type: none"> <li>I can identify and use clue words that will show contrast to help understand the meaning of an unfamiliar word. (10.R.1.1)</li> </ul> <p>9.R.2.1 Students can evaluate text by applying comprehension strategies. – Evaluation</p> <ul style="list-style-type: none"> <li>I can predict possible or likely outcomes. (9.R.2.1)</li> <li>I can ask questions about the text that help me construct meaning. (9.R.2.1)</li> <li>I can scan the text for specific details. (9.R.2.1)</li> <li>I can make connections between the text and my experiences. (9.R.2.1)</li> <li>I can make connections between the text and the world in which I live. (9.R.2.1)</li> <li>I can make a movie in my head of the elements of the text (setting / plot / characters). (9.R.2.1)</li> <li>I can state the main idea of the text (main idea = what the author is trying to tell us). (9.R.2.1)</li> </ul>	<p>Oral interpretation presentation</p>		

10.R.2.1 Students can formulate associations between texts and experiences. – Synthesis

- I can make connections between the text and my experiences. (10.R.2.1)
- I can make connections between the text and the world in which I live. (10.R.2.1)

12.R.2.1 Students can evaluate how style affects the meaning of text. – Evaluation

- I can explain how word choice constructs meaning in the text. (12.R.2.1)
- I can explain how tone constructs meaning in the text. (12.R.2.1)
- I can explain how dialogue constructs meaning in the text. (12.R.2.1)

10.R.2.2 Students can read fluently to comprehend grade-level text. – Application

- I can answer questions about different types of text. (10.R.2.2)
- I can summarize different types of text. (10.R.2.2)
- I can adjust my reading speed for different types of text. (10.R.2.2)

10.LVS.1.1 Students can analyze visual and auditory impact on the credibility and reliability of the message. – Analysis

- I can analyze nonverbal communication (facial



	<p>expressions, gestures, posture, rate, tone, volume, inflection, enunciation). (10.LVS.1.1)</p> <p>10.LVS.1.3 Students can analyze how verbal and nonverbal communication can influence the interpretation of the message. – Analysis</p> <ul style="list-style-type: none"><li>• I can analyze how word choice affects the message. (10.LVS.1.3)</li><li>• I can analyze how nonverbal communication affects the message. (10.LVS.1.3)</li></ul> <p>10.LVS.1.5 Students can monitor audience for nonverbal feedback and adjust delivery in a formal presentation or speech. – Synthesis</p> <ul style="list-style-type: none"><li>• I can recognize and respond appropriately to positive nonverbal feedback. (10.LVS.1.5)</li><li>• I can recognize and respond appropriately to negative nonverbal feedback. (10.LVS.1.5)</li></ul> <p>10.LVS.1.6 Students can evaluate the relationship among purpose, audience, and content of speeches or presentations. – Evaluation</p> <ul style="list-style-type: none"><li>• I can identify my purpose. (10.LVS.1.6)</li><li>• I can analyze my audience. (10.LVS.1.6)</li><li>• I can choose content to support my purpose. (10.LVS.1.6)</li><li>• I can choose content to adjust to my audience’s needs. (10.LVS.1.6)</li></ul>			
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	<p>10.LVS.1.7 Students can incorporate <i>(not)</i> verbal techniques in formal speeches or presentations. – Application</p> <ul style="list-style-type: none"><li>• I can use rate effectively. (10.LVS.1.7)</li><li>• I can use pitch effectively. (10.LVS.1.7)</li><li>• I can use tone effectively. (10.LVS.1.7)</li><li>• I can use volume effectively. (10.LVS.1.7)</li><li>• I can use inflection effectively. (10.LVS.1.7)</li><li>• I can use enunciation effectively. (10.LVS.1.7)</li></ul> <p>10.LVS.1.8 Students can construct and deliver a variety of formal speeches or presentations. – Synthesis</p> <ul style="list-style-type: none"><li>• I can write effective introductions. (10.LVS.1.8)</li></ul> <p>11.LVS.1.1 Students can evaluate strategies used in auditory and visual communications to inform, to persuade, and to entertain. – Evaluation</p> <ul style="list-style-type: none"><li>• I can evaluate the effectiveness of sound and visual effects. (11.LVS.1.1)</li></ul>			
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