

Speech Communications The Communication Model–9 weeks			
Standards	Comprehension, Collaboration & Reflection	Presentation of Knowledge	Research to Build Knowledge
	Evaluate points of view, reasoning and evidence, gathering feedback through collaborative discussions appropriate to task, purpose, and audience.	Present information appropriate to task and purpose adapting to audience expectations and context. Engage an audience using oral, written and nonverbal communication skills.	Gather and evaluate relevance of oral, written and visual text to the task, purpose, and audience.
Instructional Focus Standards	SL1 – Academic Discussion SL2 – Evaluate media SL3 – Evaluate speaker	SL4 - Present SL5 – Strategic use of media SL6 – Adpat speech W4 – Clear and cohesive writing	RL/I1 – Cite Evidence of Analysis RL/I2 – Determine central ideas/themes/summarize
Essential Questions:	What specific components and applications make communication effective? What specific components make for an affective Oral Interpretation of literature? How does a presenter convey specific messages, both verbally and nonverbally, for specific, differentiated audiences? Across multiple modes of aural communication, why, when, and how should active audience members engage (connect) with speakers?		
Enduring Understandings:	Students will understand connections between the speaker, message, and audience require verbal and nonverbal communication. Students will understand that, to orally interpret a text, speakers must analyze the motivation behind the character(s) being performed. Students will understand that, to orally interpret a text, speakers must analyze story structure through text study. Students will understand that all elements of a performance are planned and rehearsed in order to achieve the desired effect.		
Assessments:	Formative	Summative	
	Informal Verbal and Nonverbal Activities and Skits Application of Communication Model to “Every Day,” “Real World” Speaking Scenarios Additional, Introductory Level Activities Reinforcing Public Speaking Verbal and Nonverbal Techniques	Communication Model Application Exam Oral Interpretation (Prose/Poetry) “Program” (5-8 Minutes) <ul style="list-style-type: none"> • Text “Cutting” / “Script-Marking” (Prose or Poetry) Audience Listening Assessment of Oral Interp Performances Radio Presentation (Drama or Broadcast)	

	<p>Whole-Class Evaluation and “Cutting” and “Marking” Exercise Using A Literary Text (Prose or Poetry)</p> <p>“Speech Workshops” (Small Group / Feedback Gathering Activities)</p>	<ul style="list-style-type: none"> • Script Preparation, Pacing, Diction, Articulation, Transitions, and Timing 	
<p>Learning Objectives</p>	<ul style="list-style-type: none"> • I can use specific components of the Communication Model to engage in everyday communication scenarios. • I can use the Communication Model to structure formal and informal speeches and presentation. • I can use specific speaking and listening skills to be an effective communicator and engaged audience member. • I can demonstrate such aural presentation skills as articulation, enunciation, projection, diction, and pacing. • I can demonstrate discriminative, comprehensive, analytical, appreciative, and empathetic speaking and listening skills. • I can convey specific messages, both verbally and nonverbally, for specific differentiated audiences. • I can perform an audience analysis and gather feedback prior to a formal presentation. • I can analyze a literary text for purposes of ‘cutting’ and performing an affecting Oral Interpretation. • I can use appropriate aural presentation skills to affectively perform an audience-engaging prose and poetry. • I can deconstruct the components of a radio broadcast. • I can use the components of a typical radio broadcast to prepare a professional radio script. • I can use appropriate aural presentation skills to perform an audience-engaging radio broadcast. 		
<p>Academic Vocabulary</p>	<p>Communication Model</p> <p>Formal and Informal Speeches</p> <p>Speaking and Listening Skills</p> <p>Communicator</p> <p>Audience</p> <p>Message</p> <p>Articulation</p> <p>Enunciation</p> <p>Projection</p>	<p>Diction</p> <p>Pacing</p> <p>Discriminative</p> <p>Comprehensive</p> <p>Analytical</p> <p>Appreciative</p> <p>Empathetic</p> <p>Verbal</p> <p>Non-verbal</p>	<p>Audience Analysis</p> <p>Feedback</p> <p>Cutting</p> <p>Oral Interpretation</p> <p>Prose</p> <p>Poetry</p> <p>Radio Broadcast</p> <p>Script</p>

Speech Communications Writing for the Ear–9 weeks			
Standards	Comprehension, Collaboration & Reflection	Presentation of Knowledge	Research to Build Knowledge
	Evaluate points of view, reasoning and evidence, gathering feedback through collaborative discussions appropriate to task, purpose, and audience.	Present information appropriate to task and purpose adapting to audience expectations and context. Engage an audience using oral, written and nonverbal communication skills.	Gather and evaluate relevance of oral, written and visual text to the task, purpose, and audience.
Instructional Focus Standards	SL1 – Academic Discussion SL2 – Evaluate media SL3 – Evaluate speaker	SL4 - Present SL5 – Strategic use of media SL6 – Adapt speech W4 – Clear and cohesive writing	RL/I1 – Cite Evidence of Analysis RL/I2 – Determine central ideas/themes/summarize
Essential Questions:	How do speakers effectively establish a repertoire with differentiated audiences? How do effective speakers cite research to establish credibility? How do effective speakers cite research to support expository topics versus persuasive claims? How do speakers choose differentiated approaches to craft the introduction, body, and conclusion of a speech? How do effective speakers use verbal and nonverbal components to engage differentiated audiences?		
Enduring Understandings:	Students will understand that different styles of speaking serve diverse expository and persuasive purposes. Students will understand that organizational patterns support a speaker’s topics or claims. Students will recognize and inform listeners of their sources. Students will understand that speakers have the responsibility to temper personal bias, balance different viewpoints, evaluate research for credibility, and appropriately cite outside resources. Students will understand how gathering and responding to feedback enhances a speaker’s ability to engage an audience.		
Assessments:	Formative	Summative	
	Intermediate Activities Reinforcing Public Speaking Verbal and Nonverbal Techniques Topic Brainstorming “Audience Etiquette” and Analysis Exercises (Verbal and	Five-Minute Speech (Outline with Citations, Bibliography, Script-Marking, and Performance) Audience Listening Assessments	

	<p>Nonverbal Communication)</p> <p>Short Research Activities (Evaluation of Credibility, Paraphrasing Tasks, Appropriate Citation Styles)</p> <p>Visual Aid Activities</p>	
<p>Learning Objectives</p>	<ul style="list-style-type: none"> • I can write ‘text for the ear’ and differentiate it from composition writing. • I can use specific speaking and listening skills to be an effective communicator and engaged audience member. • I can demonstrate such aural presentation skills as articulation, enunciation, projection, diction, and pacing. • I can demonstrate discriminative, comprehensive, analytical, appreciative, and empathetic speaking and listening skills. • I can convey specific messages, both verbally and nonverbally, for specific differentiated audiences. • I can perform an audience analysis and gather feedback prior to a formal presentation. • I can demonstrate effective research skills. • I can determine the credibility of research sources. • I can appropriately cite research in a public speech. • I can appropriately use rhetorical components and appeals to organize an affective public speech. • I can outline, script, ‘mark,’ and write a bibliography for a public speech. • I can perform an Informative, Persuasive, and Special Occasion Speech. 	
<p>Academic Vocabulary</p>	<p>“Text for the Ear”</p> <p>Credibility</p> <p>Research</p> <p>Rhetorical Components</p> <p>Appeals</p>	<p>Mark</p> <p>Bibliography</p> <p>Informative</p> <p>Persuasive</p> <p>Special Occasion</p>

**Recommended
Text Selections**

- Teacher may use topic appropriate textbook excerpts.
- Teacher will regularly model informal and impromptu speeches with visual aids.
- Teacher will regularly engage students in whole class discussions, small group work, and skits replicating “real world” verbal and nonverbal communication scenarios.
- Teacher will engage students in small group and whole class discussions in which to model speaking and listening skills.
- Teacher will use videos of state and national championship Prose Reading, Poetry Reading, and Radio Broadcasting performances from the Illinois High School Association Speech Individual Events, and National Speech and Debate Association.
- Teachers will use prose and poetry texts to model the analysis, “cutting,” and “marking” of a script (“Program”) for Oral Interpretation.
- Students will self-select prose or poetry texts to demonstrate “cutting,” “marking,” and performing a Prose / Poetry Program.
- Teachers will model radio broadcasting to demonstrate the “cutting,” and “marking” of a script.
- Students will self-select news, commercials, sports stories, and weather information to demonstrate the “cutting,” “marking,” and performing of a broadcast worthy script.
- Teacher may use topic appropriate textbook excerpts.
- Teacher will use whole class texts to demonstrate research, annotation, and the differences between citations in a research paper versus a speech.
- Teacher will use persuasive texts to demonstrate rhetorical analysis (“building an argument”).
- Teacher will use print-based, aural, and video examples of Informational, Persuasive, and Special Occasion Speeches.
- Teacher will use videos of state and national championship Informative, Oratory (Persuasive), and Special Occasion Speech performances from Illinois High School Association Speech Individual Events, and National Speech and Debate Association.

<p>Ongoing Practices</p>	<p>Students will speak in class daily.</p> <p>Students will regularly engage in impromptu and informal short speeches.</p> <p>Students will use visual aids when appropriate.</p> <p>Students will engage in skills, student-led small group work, and whole class discussions on a weekly basis.</p> <p>Students will apply the communication model to “every day,” “real world” simulations on a weekly basis.</p> <p>Students will apply teacher and student assessed speaking and listening skills (Discriminative, Analytical, and Appreciative / Empathetic) to all in-class activities.</p> <p>Students will reinforce verbal and nonverbal in whole class discussions, small group assessments, and individual performances.</p> <p>Students will engage in literary analysis and text.</p> <p>Students will engage in the “cutting” and “marking” of literary texts.</p> <p>Students will regularly engage in “speech workshops” to gather feedback leading into performances.</p> <p>Students will, when appropriate, engage in textbook-based readings and assessments assigned by the teacher.</p> <p>Students will perform audience listening assessments prior to Summative performances.</p> <p>Students will regularly “brainstorm” speaking topics.</p> <p>Students will outline, write, biographically cite, and script-mark for speeches.</p> <p>Students will, when appropriate, engage in textbook-based readings and assessments assigned by the teacher.</p>
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