### CURRICULUM MAP

**Course/ Subject: Public Speaking**

<table>
<thead>
<tr>
<th>Academic Standards</th>
<th>Content</th>
<th>Skills</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.6.11.A</strong> Listen to others.</td>
<td><strong>Contexts of communication</strong> - Messages and Meanings - Creating Meaning - Context - Family - Friends and Peers - School and Work - Multicultural</td>
<td><strong>Importance of communication</strong></td>
<td><strong>Identify the different components of communication and how they relate to each other.</strong></td>
</tr>
<tr>
<td><strong>Listen to others.</strong></td>
<td><strong>Levels of communication</strong> - Intrapersonal Communication - Interpersonal Communication - Group Communication - Public Communication - Mass Communication</td>
<td><strong>Identify possible barriers to communication, especially in listening vs. hearing.</strong></td>
<td><strong>Daily participation and progress.</strong></td>
</tr>
<tr>
<td><strong>Ask clarifying questions.</strong></td>
<td><strong>Discuss ways communication is important to life.</strong></td>
<td><strong>Identify and define new words and concepts.</strong></td>
<td><strong>Teacher observation of student participation and progress.</strong></td>
</tr>
<tr>
<td><strong>Synthesize information, ideas and opinions to determine relevancy.</strong></td>
<td><strong>Summarize and reflect on what has been heard.</strong></td>
<td><strong>Analyze and synthesize the selections relating them to other selections heard or read.</strong></td>
<td><strong>Observation of student rehearsals.</strong></td>
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<td><strong>Take notes.</strong></td>
<td><strong>Relate them to previous knowledge.</strong></td>
<td><strong>Identify possible barriers to communication, especially in listening vs. hearing.</strong></td>
<td><strong>Oral critique of student speeches by students.</strong></td>
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<td><strong>1.6.11.B</strong> Listen to selections of literature (fiction and/or nonfiction).</td>
<td><strong>Predict solutions to identified problems.</strong></td>
<td><strong>Discuss ways communication is important to life.</strong></td>
<td><strong>Oral and written critiquing of student speeches by teacher.</strong></td>
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<td><strong>Listen to selections of literature (fiction and/or nonfiction).</strong></td>
<td><strong>Summarize and reflect on what has been heard.</strong></td>
<td><strong>Demonstrate knowledge of terms defining communication.</strong></td>
<td><strong>Personal introduction speech.</strong></td>
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<tr>
<td><strong>Relate them to previous knowledge.</strong></td>
<td><strong>Identify and define new words and concepts.</strong></td>
<td><strong>Present informal speeches.</strong></td>
<td><strong>Impromptu speech.</strong></td>
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</table>

**Grades: 9, 10, 11, 12**

**September**
influence the audience.

<table>
<thead>
<tr>
<th>1.6.11.D  Contribute to discussions.</th>
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<tbody>
<tr>
<td>• Ask relevant, clarifying questions.</td>
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<td>• Respond with relevant information or opinions to questions asked.</td>
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<tr>
<td>• Listen to and acknowledge the contributions of others.</td>
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<tr>
<td>• Adjust tone and involvement to encourage equitable participation.</td>
</tr>
<tr>
<td>• Facilitate total group participation.</td>
</tr>
<tr>
<td>• Introduce relevant, facilitating information, ideas and opinions to enrich the discussion.</td>
</tr>
<tr>
<td>• Paraphrase and summarize as needed.</td>
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<tr>
<th>1.6.11.E  Participate in small and large group discussions and presentations.</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Initiate everyday conversation.</td>
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## CURRICULUM MAP

Course/Subject: Public Speaking  
Grades: 9, 10, 11, 12  
Month: October

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<tr>
<th>Academic Standards</th>
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</table>
| **1.6.11.A** Listen to others.  
- Ask clarifying questions.  
- Synthesize information, ideas and opinions to determine relevancy.  
- Take notes. | **Elements of Communication**  
- Sending a message  
- Symbolism  
- Denotation  
- Connotation  
- Word Choice  
- Nonverbal Cues and body language  
- Appearance and perception  
- Managing voice and volume  
- Avoiding clichés  
- Avoiding nervous language  
- Managing nerves | **Identify the different elements of communication**  
- Demonstrate knowledge of eye contact, posture, clear speaking/voice, word choice, and gestures  
- Present informal speeches  
- Demonstrate proper delivery techniques  
- Demonstrate relaxation techniques  
- Recognize jargon, clichés and slang | **Daily participation and progress.**  
- Teacher observation of student participation and progress.  
- Observation of student rehearsals.  
- Oral critique of student speeches by students.  
- Oral and written critiquing of student speeches by teacher.  
- Formal speaking techniques speech  
- Impromptu speech |
| **1.6.11.B** Listen to selections of literature (fiction and/or nonfiction).  
- Relate them to previous knowledge.  
- Predict solutions to identified problems.  
- Summarize and reflect on what has been heard.  
- Identify and define new words and concepts.  
- Analyze and synthesize the selections relating them to other selections heard or read. | | | |
| **1.6.11.C** Speak using skills appropriate to formal speech situations.  
- Use a variety of sentence structures to add interest to a presentation.  
- Pace the presentation according to audience and purpose.  
- Adjust stress, volume and inflection to provide | | | |
emphasis to ideas or to influence the audience.

1.6.11.D Contribute to discussions.
- Ask relevant, clarifying questions.
- Respond with relevant information or opinions to questions asked.
- Listen to and acknowledge the contributions of others.
- Adjust tone and involvement to encourage equitable participation.
- Facilitate total group participation.
- Introduce relevant, facilitating information, ideas and opinions to enrich the discussion.
- Paraphrase and summarize as needed.

1.6.11.E Participate in small and large group discussions and presentations.
- Initiate everyday conversation.
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| **1.6.11.A** Listen to others.  
• Ask clarifying questions.  
• Synthesize information, ideas and opinions to determine relevancy.  
• Take notes. | Informative Speaking  
• Definition speeches  
• Description speeches  
• Demonstration speeches  
• Social ritual speeches  
Planning a formal speech  
• Organize and outline  
• Prepare and practice | • Identify types of informative speaking  
• Present informal speeches  
• Present a formal informational speech  
• Demonstrate proper delivery techniques.  
• Demonstrate knowledge of eye contact, posture, clear speaking/voice, word choice, and gestures. | • Daily participation and progress.  
• Teacher observation of student participation and progress.  
• Observation of student rehearsals.  
• Oral critique of student speeches by students.  
• Oral and written critiquing of student speeches by teacher.  
• Impromptu speech  
Informative speech, informal and formal |
| **1.6.11.B** Listen to selections of literature (fiction and/or nonfiction).  
• Relate them to previous knowledge.  
• Predict solutions to identified problems.  
• Summarize and reflect on what has been heard.  
• Identify and define new words and concepts.  
• Analyze and synthesize the selections relating them to other selections heard or read. | | | |
| **1.6.11.C** Speak using skills appropriate to formal speech situations.  
• Use a variety of sentence structures to add interest to a presentation.  
• Pace the presentation according to audience and purpose.  
• Adjust stress, volume and inflection to provide emphasis to ideas or to | | | |
influence the audience.

1.6.11.D Contribute to discussions.
- Ask relevant, clarifying questions.
- Respond with relevant information or opinions to questions asked.
- Listen to and acknowledge the contributions of others.
- Adjust tone and involvement to encourage equitable participation.
- Facilitate total group participation.
- Introduce relevant, facilitating information, ideas and opinions to enrich the discussion.
- Paraphrase and summarize as needed.

1.6.11.E Participate in small and large group discussions and presentations.
- Initiate everyday conversation.
### CURRICULUM MAP

**Course/Subject:** Public Speaking  
**Grades:** 9, 10, 11, 12  
**December**

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| **1.6.11.A** Listen to others.  
  • Ask clarifying questions.  
  • Synthesize information, ideas and opinions to determine relevancy.  
  • Take notes.  
| Persuasive Speaking  
  o Question of fact  
  o Question of value  
  o Question of policy  
  • Aristotle’s Rhetoric  
    o Pathos  
    o Ethos  
    o Logos  
| Identify types of persuasive speaking  
  • Present informal persuasive speeches  
  • Present a formal persuasive speech  
  • Identify uses of propaganda in modern media  
  • Demonstrate proper delivery techniques.  
  • Demonstrate knowledge of eye contact, posture, clear speaking/voice, word choice, and gestures  
| Daily participation and progress.  
  • Teacher observation of student participation and progress.  
  • Observation of student rehearsals.  
  • Oral critique of student speeches by students.  
  • Oral and written critiquing of student speeches by teacher.  
  • Impromptu speech  
  • Persuasive speech, informal and formal |
| **1.6.11.B** Listen to selections of literature (fiction and/or nonfiction).  
  • Relate them to previous knowledge.  
  • Predict solutions to identified problems.  
  • Summarize and reflect on what has been heard.  
  • Identify and define new words and concepts.  
  • Analyze and synthesize the selections relating them to other selections heard or read.  
| Deductive reasoning  
  • Cause-Effect reasoning  
  • Propaganda  
  • Organizing a persuasive speech  
| **1.6.11.C** Speak using skills appropriate to formal speech situations.  
  • Use a variety of sentence structures to add interest to a presentation.  
  • Pace the presentation according to audience and purpose.  
  • Adjust stress, volume and inflection to provide emphasis to ideas or to influence the audience.  
|  

**Daily participation and progress.**

**Teacher observation of student participation and progress.**

**Observation of student rehearsals.**

**Oral critique of student speeches by students.**

**Oral and written critiquing of student speeches by teacher.**

**Impromptu speech**

**Persuasive speech, informal and formal**
**1.6.11.D** Contribute to discussions.
- Ask relevant, clarifying questions.
- Respond with relevant information or opinions to questions asked.
- Listen to and acknowledge the contributions of others.
- Adjust tone and involvement to encourage equitable participation.
- Facilitate total group participation.
- Introduce relevant, facilitating information, ideas and opinions to enrich the discussion.
- Paraphrase and summarize as needed.

**1.6.11.E** Participate in small and large group discussions and presentations.
- Initiate everyday conversation.
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<td>1.6.11.A Listen to others.</td>
<td>Demonstration Speeches</td>
<td>• Present informal demonstration speeches</td>
<td>• Daily participation and progress.</td>
</tr>
<tr>
<td>• Ask clarifying questions.</td>
<td>• Choosing a skill or performance knowing your audience</td>
<td>• Present a formal demonstration speech</td>
<td>• Teacher observation of student participation and progress. Observation of student rehearsals.</td>
</tr>
<tr>
<td>• Synthesize information, ideas and opinions to determine relevancy.</td>
<td>• define unfamiliar terms</td>
<td>• Demonstrate proper delivery techniques.</td>
<td>• Oral critique of student speeches by students.</td>
</tr>
<tr>
<td>• Take notes.</td>
<td>• preparing a visual presentation</td>
<td>• Demonstrate knowledge of eye contact, posture, clear speaking/voice, word choice, and gestures</td>
<td>• Oral and written critiquing of student speeches by teacher.</td>
</tr>
<tr>
<td>1.6.11.B Listen to selections of literature (fiction and/or nonfiction).</td>
<td>• explaining the purpose</td>
<td>• Demonstrate proper delivery techniques.</td>
<td>• Impromptu speech</td>
</tr>
<tr>
<td>• Relate them to previous knowledge.</td>
<td>• prepping equipment and materials</td>
<td>• Demonstrate proper delivery techniques.</td>
<td>Demonstrative speech, informal and formal</td>
</tr>
<tr>
<td>• Predict solutions to identified problems.</td>
<td></td>
<td>• Demonstrate proper delivery techniques.</td>
<td>• Demonstration with visuals</td>
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<tr>
<td>• Summarize and reflect on what has been heard.</td>
<td></td>
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emphasize to ideas or to influence the audience.

**1.6.11.D** Contribute to discussions.
- Ask relevant, clarifying questions.
- Respond with relevant information or opinions to questions asked.
- Listen to and acknowledge the contributions of others.
- Adjust tone and involvement to encourage equitable participation.
- Facilitate total group participation.
- Introduce relevant, facilitating information, ideas and opinions to enrich the discussion.
- Paraphrase and summarize as needed.

**1.6.11.E** Participate in small and large group discussions and presentations.
- Initiate everyday conversation.
- Use evaluation guides (e.g., National Issues Forum, Toastmasters) to evaluate group discussion (e.g., of peers, on television).

**1.6.11.F** Use media for learning purposes.
- Use various forms of
media to elicit information, to make a student presentation and to complete class assignments and projects.

- Create a multi-media (e.g., film, music, computer-graphic) presentation for display or transmission that demonstrates an understanding of a specific topic or issue or teaches others about it.
### CURRICULUM MAP

**Course/Subject:** Public Speaking  
**Grades:** 9, 10, 11, 12  
**February-March**

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| **1.6.11.A** Listen to others.  
  - Ask clarifying questions.  
  - Synthesize information, ideas and opinions to determine relevancy.  
  - Take notes. | Analyzing Famous Speeches  
  - Political figures  
    - Abraham Lincoln  
    - John F. Kennedy  
    - Franklin D. Roosevelt  
    - Bill Clinton  
    - George Bush  
    - Barak Obama  
  - Historical Figures  
    - Martin Luther King Jr.  
    - Winston Churchill  
    - Nelson Mandela  
    - Malcolm X  
  - Famous Figures, TED Talks  
    - J. J. Abrams on Inspiration  
    - Scott McCloud on Seeing  
    - Dan Gilbert on Happiness  
    - Adam Savage on Obsession  
    - Keith Barry on Brain Magic |  
  - Identify several famous political speeches  
  - Critique speeches as a group  
  - Recognize qualities of great speakers  
  - Demonstrate proper delivery techniques.  
  - Demonstrate knowledge of eye contact, posture, clear speaking/voice, word choice, and gestures |  
  - Daily participation and progress.  
  - Teacher observation of student participation and progress.  
  - Observation of student rehearsals.  
  - Oral critique of student speeches by students.  
  - Oral and written critiquing of student speeches by teacher.  
  - Impromptu speech  
  - Running for President formal speech  
  - Inaugural address formal speech  
  - Inspirational formal speech |

| **1.6.11.B** Listen to selections of literature (fiction and/or nonfiction).  
  - Relate them to previous knowledge.  
  - Predict solutions to identified problems.  
  - Summarize and reflect on what has been heard.  
  - Identify and define new words and concepts.  
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emphasis to ideas or to influence the audience.

1.6.11.D Contribute to discussions.
- Ask relevant, clarifying questions.
- Respond with relevant information or opinions to questions asked.
- Listen to and acknowledge the contributions of others.
- Adjust tone and involvement to encourage equitable participation.
- Facilitate total group participation.
- Introduce relevant, facilitating information, ideas and opinions to enrich the discussion.
- Paraphrase and summarize as needed.

1.6.11.E Participate in small and large group discussions and presentations.
- Initiate everyday conversation.
- Organize and participate in informal debate around a specific topic.

1.6.11.F Use media for learning purposes.
- Use various forms of media to elicit information, to make a student presentation and to complete class
assignments and projects.
- Evaluate the role of media in focusing attention and forming opinions.