

Mifflin County School District Planned Instruction

Title of Planned Instruction: Speech Communication

Subject Area: Reading, Writing, Speaking, and Listening

Grade Level: 11-12

Prerequisites: English 10

Course Description: This speech course stresses the development of effective oral communication skills. It contains a variety of speech presentations using diverse methods of delivery. Both major classifications of speeches, informative and persuasive, will be addressed through varying projects. Other important facets of the course are critical listening, interviews, conversations, group problem-solving, panel discussions, and/or debates, voice improvement, and research skills.

Required Time: One-half Year

Course Credit: 0.5

Major Text(s) and Resources:

Speech for Effective Communication, Holt, Rinehart, and Winston, 1999

Names of District Subject Area Curriculum Writing Committee:

Susan C. Richard
Virginia L. Malcolm

Date of Board Approval: April 25, 2002

Subject Area: Reading, Writing, Speaking, and Listening
Strand: 1.1 Learning to Read Independently
Grade/Course: Speech

Grade Level Objectives	Performance Indicators	Assessments
A. Before reading, locate and select various resources for a specific purpose.	Choose the appropriate source for the assigned topic.	Teacher conference
C. During reading, apply acquired knowledge and use context clues to understand the meaning of new words.	Use these words to communicate effectively.	Discussion
D. Use comprehension strategies to extract essential ideas from text.	Summarize and/or respond to text.	Note taking
E. Expand written and spoken vocabulary from acquired reading vocabulary.	Use new vocabulary when appropriate.	Discussion
F. Understand and apply knowledge gained from text.	<ul style="list-style-type: none"> • Support assertions about texts. • Compare and contrast texts. • Make extensions to related ideas, topics, or information. 	Discussion Presentations

Strand: 1.2 Reading Critically in All Content Areas
Grade/Course: Speech

Grade Level Objectives	Performance Indicators	Assessment
A. Read and understand informational texts and/or documents.	<ul style="list-style-type: none"> • Differentiate fact from opinion. • Distinguish between essential and non-essential information. • Make decisions and draw conclusions using 	Discussion Check points Quizzes

	established criteria. <ul style="list-style-type: none"> Evaluate the text organization and content. 	
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B. Use, understand, and evaluate a variety of media.	<ul style="list-style-type: none"> Evaluate and select appropriate electronic media. Use media to demonstrate understanding. 	Final presentation Teacher evaluation Peer evaluation
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Strand: 1.6 Speaking and Listening
Grade/Course: Speech

Grade Level Objectives	Performance Indicators	Assessment
A. Listen to others.	<ul style="list-style-type: none"> Ask clarifying questions. Evaluate the relevancy of information, ideas, and opinions. Take notes. 	Discussion Peer evaluation

C. Speak using skills appropriate to formal speech situations.	<ul style="list-style-type: none"> Adjust presentation according to audience and purpose. Use effective verbal communication skills to create the desired impression or effect on the audience. Adjust stress, volume, and inflection to provide emphasis to ideas or to influence the audience. 	Rubric Teacher evaluation Peer evaluation
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D. Contribute to discussions.	<ul style="list-style-type: none"> Ask relevant, clarifying questions. Enhance the discussion by introducing and responding with relevant information, ideas, and opinions. Listen to and acknowledge the 	Active participation in discussions
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	contributions of others. <ul style="list-style-type: none"> • Paraphrase and summarize as needed. 	
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E. Participate in discussions and presentations.	<ul style="list-style-type: none"> • Initiate conversation. • Present oral readings for a specific purpose. • Conduct interviews. • Participate effectively in formal interview situations. • Engage in informal debate on a particular topic. • Critically evaluate group discussion. 	Active participation in discussion
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F. Use media for learning purposes.	<ul style="list-style-type: none"> • Use various forms of media to obtain information for a particular intent. • Recognize the impact of media on public opinion. • Utilize a variety of media to design and develop effective presentations for a specific purpose. 	Teacher evaluation of appropriate selections
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Strand: 1.8 Research
Grade/Course: Speech

Grade Level Objectives	Performance Indicators	Assessment
A. Select, limit, and refine a topic for research.	Choose the appropriate sources for the assigned topic.	Teacher conference

B. Locate information using appropriate sources and strategies.	<ul style="list-style-type: none"> • Use a variety of reliable primary and secondary resources to research topic. • Evaluate the importance and quality of the sources. • Select sources 	Check points Teacher evaluation Rubric
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	appropriate to the breadth and depth of the research.	
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C. Organize, summarize, and present the main ideas from the research.	<ul style="list-style-type: none"> • Take notes relevant to the research topic. • Develop a thesis statement based on the research. • Anticipate audiences' problems or misunderstandings. • Give precise, formal credit for others' ideas, images, or information using a standard method of documentation. 	Teacher evaluation Peer evaluation Rubric
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District Recommended Instructional Approach For the Course To Drive Teacher's Instructional Activities	
<ul style="list-style-type: none"> • whole group instruction • small group instruction • flexible groups • cooperative groups • peer revising and editing • teacher and peer conferences • games and projects • creative activities • class discussion • modeling process • direction instruction • self-reflection • oral presentations • individual instruction • contract grading • role playing • dramatizations • independent study • research • graphic organizers • read alouds • independent reading • guest speakers • guided reading 	