

Geneva CUSD 304
Content-Area Curriculum Frameworks
Grades 6-12
English

<p>Mission Statement (6-12)</p>	<p>Our mission is to develop effective communicators who</p> <ul style="list-style-type: none"> • Discover a personal style, • Develop an ability to utilize processes, acquire, interpret and use information from a variety of sources, • And appreciate cultural differences and human universals.
<p>English Language Arts Goals and Standards (from Illinois State Board of Education)</p>	<p>Through the achievement of these goals and standards, students will gain proficiency in the language skills that are basic to all learning, critical to success in the workplace and essential to life as productive citizens.</p> <p>STATE GOAL 1: Read with understanding and fluency.</p> <p>STATE GOAL 2: Read and understand literature representative of various societies, eras and ideas.</p> <p>STATE GOAL 3: Write to communicate for a variety of purposes.</p> <p>STATE GOAL 4: Listen and speak effectively in a variety of situations.</p> <p>STATE GOAL 5: Use the language arts to acquire, assess and communicate information.</p>
<p>Course Sequence (Grades 9-12)</p>	<p>Required Courses:</p> <p>Grade 9: (One year of the following): English I, English I Honors, or World Studies</p> <p>Grade 10: (One year of the following): English II, English II Honors, or American Studies</p> <p>Grade 11: (One year of the following) English III or Advanced Placement English Literature and Composition</p> <p>Grade 12: (One semester of the following) English IV or English IV Honors</p> <p>Plus one semester of English elective credit selected from the following: Speech I and II, Creative Writing I and II, Structure of the English Language, Composition for Broadcasting, World Literature, Critical Approaches to Film</p>

	<p>Additional general electives available:</p> <ul style="list-style-type: none">Introduction to Mass MediaNewspaper Production I and IIDrama Production I and IIYearbook Production I and II
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Course Framework

Course Title:	Speech
Grade Level:	10, 11, 12
Semesters:	One (half year)
Prerequisite:	None
Course Description	Students study oral communication in various forms. A review of the communication process prepares the student for formal public speaking units on informative, persuasive, and special occasion speaking. Group work is a regular feature of this course. Special attention is given to acquiring poise as a speaker, developing critical thinking skills, outlining, and reviewing research techniques.
District-approved Materials and/or Resources	Core Text: <i>Speech for Effective Communication</i>

Unit Frameworks

Unit of Study	Unit 1: Verbal and Nonverbal Communication and Poetry and Prose Presentation	Resources That Will Support Instruction <i>Speech for Effective Communication</i> Various children's stories Various poems
Illinois Learning Standards	<ul style="list-style-type: none"> • 1.B.4a Preview reading materials, clarify meaning, analyze overall themes and coherence, and relate reading with information from other sources • 1.B.4b Analyze, interpret and compare a variety of texts for purpose, structure, content, detail and effect • 1.B.4c Read age-appropriate material with fluency and accuracy. • 1.B.5a Relate reading to prior knowledge and experience and make connections to related information. • 1.B.5b Analyze the defining characteristics and structures of a variety of complex literary genres and describe how genre affects the meaning and function of the texts • 1.B.5c Evaluate a variety of compositions for purpose, structure, content and details for use in school or at work • 1.C.4b Explain and justify an interpretation of a text • 1.C.4c Interpret, evaluate and apply information from a variety of sources to other situations (e.g., academic, vocational, technical, personal • 1.C.4d Summarize and make generalizations from content and relate them to the purpose of the material • 1.B.5d Read age-appropriate material with fluency and accuracy • 2.B.5a Analyze and express an interpretation of a literary work • 3.B.4b Produce, edit, revise and format work for submission and/or publication (e.g., manuscript form, appropriate citation of sources) using contemporary technology • 4.A. Listen effectively in formal and informal situations • 4.A.4a Apply listening skills as individuals and members of a group in a variety of settings (e.g., lectures, discussions, conversations, team projects, presentations, interviews) • 4.A.4b Apply listening skills in practical settings (e.g., classroom note taking, interpersonal conflict situations, giving and receiving directions, evaluating persuasive messages) 	

	<ul style="list-style-type: none"> • 4.A.4d Demonstrate understanding of the relationship of verbal and nonverbal messages within a context (e.g., contradictory, supportive, repetitive, substitutive) • 4.A.5a Use criteria to evaluate a variety of speakers' verbal and nonverbal messages • 4.A.5b Use techniques for analysis, synthesis, and evaluation of oral messages • 4B. Speak effectively using language appropriate to the situation and audience • 4.B.4b Use group discussion skills to assume leadership and participant roles within an assigned project or to reach a group goal • 4.B.4c Use strategies to manage or overcome communication anxiety and apprehension (e.g., developed outlines, notecards, practice) • 4.B.5a Deliver planned and impromptu oral presentations, as individuals and members of a group, conveying results of research, projects or literature studies to a variety of audiences (e.g., peers, community, business/industry, local organizations) using appropriate visual aids and available technology • 5.B.4a Choose and evaluate primary and secondary sources (print and nonprint) for a variety of purposes • 5.C.4a Plan, compose, edit and revise information (e.g., brochures, formal reports, proposals, research summaries, analyses, editorials, articles, overheads, multimedia displays) for presentation to an audience
Objectives	<ul style="list-style-type: none"> • Identify and define elements of communication • Identify how and why communication skills are important • Explain the characteristics of verbal communication • Explain the characteristics of nonverbal communication • Explain the difference between verbal and nonverbal communication • Explain the significance of nonverbal communication • Identify and describe various kinds of formal and informal communication settings • Explain the interrelated steps of the communication process • Explain the qualities of an effective communicator • Analyze the different aspects of American English including jargon, dialect, and slang • Identify and explain the different aspects of vocalization (pitch, volume, rate, and quality) • Define articulation and explain its importance to speech

	<ul style="list-style-type: none"> • Analyze factors that affect listening • Identify skills that are critical for active listening • Explain a written and an oral critique • Explain the difference between a written and an oral critique • Research author background to utilize in an oral presentation • Analyze literature to determine meaning, author’s purpose, audience, and mood • Write an analysis of a piece of poetry or prose • Present an oral interpretation of a piece of literature using appropriate verbal and nonverbal techniques to convey the meaning of the piece of literature
Assessments	<ul style="list-style-type: none"> • Answer questions pertaining to readings • Participate appropriately in small group and large group discussions • Present information from a group or individual activity to the class as a whole • Quizzes and tests over various elements of unit • Portion of final exam • Present a poem or story • Review major known facts about writer’s life (if applicable) • Present information about an author and his/ her life as it relates to a literary piece • Present an analysis of a piece of literature using information found in research • Explain issues relevant to the understanding of a poem and/or story • Determine the tone of a poem/ story • Analyze and create a written critique of a presentation of a poem and/ or story • Analyze and give a verbal critique of a presentation of a poem or story

Unit of Study	Unit 2: Speech Preparation and Special Occasion Speech and/or Process Speech	Resources That Will Support Instruction <i>Speech for Effective Communication</i>
Illinois Learning Standards	<ul style="list-style-type: none"> • 3: Write to communicate for a variety of purposes • 3A. Use correct grammar, spelling, punctuation, capitalization and structure • 3.A.4 Use standard English to edit documents for clarity, subject/verb agreement, adverb and adjective agreement and verb tense; proofread for spelling, capitalization and punctuation; and ensure that documents are formatted in final form for submission and/or publication • 3.A.5 Produce grammatically correct documents using standard manuscript specifications for a variety of purposes and audiences • 3B. Compose well-organized and coherent writing for specific purposes and audiences • 3.B.4a Produce documents that exhibit a range of writing techniques appropriate to purpose and audience, with clarity of focus, logic of organization, appropriate elaboration and support and overall coherence • 3.B.4b Produce, edit, revise and format work for submission and/or publication (e.g., manuscript form, appropriate citation of sources) using contemporary technology • 3.B.4c Evaluate written work for its effectiveness and make recommendations for its improvement • 3C. Communicate ideas in writing to accomplish a variety of purposes • 3.C.4a Write for real or potentially real situations in academic, professional and civic contexts (e.g., college applications, job applications, business letters, petitions) • 4: Listen and speak effectively in a variety of situations • 4A. Listen effectively in formal and informal situations • 4.A.4a Apply listening skills as individuals and members of a group in a variety of settings (e.g., lectures, discussions, conversations, team projects, presentations, interviews) • 4.A.4b Apply listening skills in practical settings (e.g., classroom note taking, interpersonal conflict situations, giving and receiving directions, evaluating persuasive messages) • 4.A.4c Follow complex oral instructions • 4.A.5a Use criteria to evaluate a variety of speakers' verbal and nonverbal 	

	<p>messages</p> <ul style="list-style-type: none"> • 4.A.5b Use techniques for analysis, synthesis, and evaluation of oral messages • 4B. Speak effectively using language appropriate to the situation and audience • 4.B.4a Deliver planned informative and persuasive oral presentations using visual aids and contemporary technology as individuals and members of a group; demonstrate organization, clarity, vocabulary, credible and accurate supporting evidence • 4.B.4c Use strategies to manage or overcome communication anxiety and apprehension (e.g., developed outlines, notecards, practice) • 4.B.5c Implement learned strategies to self-monitor communication anxiety and apprehension (e.g., relaxation and transference techniques, scripting, extemporaneous outlining, repetitive practice) • 4.B.5d Use verbal and nonverbal strategies to maintain communication and to resolve individual, group and workplace conflict (e.g., mediation skills, formal and informal bargaining skills).
<p>Objectives</p>	<ul style="list-style-type: none"> • Select a suitable topic for a speech • Identify qualities that make a good topic for a speech • Explain the difference between a general and a specific purpose • Write a thesis statement • Determine aspects of your audience • Determine how the occasion will affect your speech • Identify the types of information that you can use to support your thesis statement • Explain the patterns used for organizing speeches • Explain the goal of an introduction • Explain the types of introductions • Explain the goal of a speech conclusion • Explain the structure of a speech conclusion • Outline a speech and prepare speech notes • Utilize transitional devices • Explain how to rehearse a speech • Compare and contrast good speaking and good writing • Choose the words that most clearly express your thoughts • Explain how to emphasize different ideas and tones (specific and general words,

	<p>sensory words, figurative language, exaggeration, understatement and irony)</p> <ul style="list-style-type: none"> • Adjust language and tone to suit an audience and occasion • Define a process speech • Explain the elements of a process speech • Write a process speech • Present a process speech utilizing visual aid(s) • Define a special occasion speech • Explain the elements of a special occasion speech • Write a special occasion speech • Present a special occasion speech
Assessments	<ul style="list-style-type: none"> • Answer questions pertaining to readings • Participate appropriately in small group and large group discussions • Present information from a group or individual activity to the class as a whole • Quizzes and tests over various elements of unit • Portion of final exam • Write a grammatically correct, accurately formatted process speech • Create note cards to utilize in the presentation of a process speech • Effectively utilize visual aid(s) in the presentation of a process speech • Present a process speech • Write a grammatically correct, accurately formatted special occasion speech • Create note cards to utilize in the presentation of a special occasion speech • Present a special occasion speech • Analyze and create a written critique of a presentation of a process speech • Analyze and give a verbal critique of a presentation of a process speech • Analyze and create a written critique of a presentation of a special occasion speech • Analyze and give a verbal critique of a presentation of a special occasion speech

Unit of Study	Unit 3: Research and Informative Speaking	Resources That Will Support Instruction <ul style="list-style-type: none"> • <i>Speech for Effective Communication</i> • Various print and electronic resources
Illinois Learning Standards	<ul style="list-style-type: none"> • 3: Write to communicate for a variety of purposes • 3A. Use correct grammar, spelling, punctuation, capitalization and structure • 3.A.4 Use standard English to edit documents for clarity, subject/verb agreement, adverb and adjective agreement and verb tense; proofread for spelling, capitalization and punctuation; and ensure that documents are formatted in final form for submission and/or publication • 3.A.5 Produce grammatically correct documents using standard manuscript specifications for a variety of purposes and audiences • 3B. Compose well-organized and coherent writing for specific purposes and audiences • 3.B.4a Produce documents that exhibit a range of writing techniques appropriate to purpose and audience, with clarity of focus, logic of organization, appropriate elaboration and support and overall coherence • 3.B.4b Produce, edit, revise and format work for submission and/or publication (e.g., manuscript form, appropriate citation of sources) using contemporary technology • 3.B.4c Evaluate written work for its effectiveness and make recommendations for its improvement • 3C. Communicate ideas in writing to accomplish a variety of purposes • 3.C.4a Write for real or potentially real situations in academic, professional and civic contexts (e.g., college applications, job applications, business letters, petitions) • 4: Listen and speak effectively in a variety of situations • 4A. Listen effectively in formal and informal situations • 4.A.4a Apply listening skills as individuals and members of a group in a variety of settings (e.g., lectures, discussions, conversations, team projects, presentations, interviews) • 4.A.4b Apply listening skills in practical settings (e.g., classroom note taking, interpersonal conflict situations, giving and receiving directions, evaluating persuasive messages) 	

- 4.A.4c Follow complex oral instructions
- 4.A.5a Use criteria to evaluate a variety of speakers' verbal and nonverbal messages
- 4.A.5b Use techniques for analysis, synthesis, and evaluation of oral messages
- 4B. Speak effectively using language appropriate to the situation and audience
- 4.B.4a Deliver planned informative and persuasive oral presentations using visual aids and contemporary technology as individuals and members of a group; demonstrate organization, clarity, vocabulary, credible and accurate supporting evidence
- 4.B.4c Use strategies to manage or overcome communication anxiety and apprehension (e.g., developed outlines, notecards, practice)
- 4.B.5c Implement learned strategies to self-monitor communication anxiety and apprehension (e.g., relaxation and transference techniques, scripting, extemporaneous outlining, repetitive practice)
- 4.B.5d Use verbal and nonverbal strategies to maintain communication and to resolve individual, group and workplace conflict (e.g., mediation skills, formal and informal bargaining skills) and available technology
- 5: Use the language arts to acquire, assess and communicate information
- 5A. Locate, organize, and use information from various sources to answer questions, solve problems and communicate ideas
- 5.A.4a Demonstrate a knowledge of strategies needed to prepare a credible research report (e.g., notes, planning sheets)
- 5.A.4b Design and present a project (e.g., research report, scientific study, career/higher education opportunities) using various formats from multiple sources
- 5.A.5a Develop a research plan using multiple forms of data
- 5.A.5b Research, design and present a project to an academic, business or school community audience on a topic selected from among contemporary issues
- B. Analyze and evaluate information acquired from various sources
- 5.B.4a Choose and evaluate primary and secondary sources (print and nonprint) for a variety of purposes
- 5.B.4b Use multiple sources and multiple formats; cite according to standard style manuals
- 5.B.5a Evaluate the usefulness of information, synthesize information to support a thesis, and present information in a logical manner in oral and written forms

	<ul style="list-style-type: none"> • 5.B.5b Credit primary and secondary sources in a form appropriate for presentation or publication for a particular audience • C. Apply acquired information, concepts and ideas to communicate in a variety of formats • 5.C.4a Plan, compose, edit and revise information (e.g., brochures, formal reports, proposals, research summaries, analyses, editorials, articles, overheads, multimedia displays) for presentation to an audience • 5.C.4b Produce oral presentations and written documents using supportive research and incorporating contemporary technology
Objectives	<ul style="list-style-type: none"> • Select a suitable topic for a speech • Identify qualities that make a good topic for a speech • Write a thesis statement • Determine aspects of your audience • Determine how the occasion will affect your speech • Identify the defining features of an expository speech • Identify the types of information that you can use to support your thesis statement • Find information for speeches using personal experiences, observations, and/or interviewing • Use the library to find information from print and electronic media • Evaluate the usefulness of information based on topic, audience and occasion of speech • Outline a speech and prepare speech notes • Develop an informative speech • Utilize citation in a speech to support thesis and main points • Utilize transitional devices • Choose the words that most clearly express your thoughts • Present an informative speech • Conduct a question and answer session
Assessments	<ul style="list-style-type: none"> • Answer questions pertaining to readings • Participate appropriately in small group and large group discussions • Present information from a group or individual activity to the class as a whole • Quizzes and tests over various elements of unit

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| | <ul style="list-style-type: none">• Portion of final exam• Identify the types of information that you can use to support your thesis statement• Find information for speeches using personal experiences, observations, and/or interviewing• Use the library to find information from print and electronic media• Evaluate the usefulness of information based on topic, audience and occasion of speech• Outline a speech• Develop a grammatically correct, accurately formatted informative speech that correctly cites three sources in order to support thesis and main points• Choose the words that most clearly express your thoughts• Utilize transitional devices• Create note cards to utilize in the presentation of an informative speech• Create a PowerPoint that assists in an informative presentation• Present an informative speech• Conduct a question and answer session• Create a correctly formatted MLA bibliography |
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Unit of Study	Unit 4: Multiple Media and Persuasive Speaking	Resources That Will Support Instruction <ul style="list-style-type: none"> • <i>Speech for Effective Communication</i> • Various print and electronic resources
Illinois Learning Standards	<ul style="list-style-type: none"> • 3: Write to communicate for a variety of purposes • 3A. Use correct grammar, spelling, punctuation, capitalization and structure • 3.A.4 Use standard English to edit documents for clarity, subject/verb agreement, adverb and adjective agreement and verb tense; proofread for spelling, capitalization and punctuation; and ensure that documents are formatted in final form for submission and/or publication • 3.A.5 Produce grammatically correct documents using standard manuscript specifications for a variety of purposes and audiences • 3B. Compose well-organized and coherent writing for specific purposes and audiences • 3.B.4a Produce documents that exhibit a range of writing techniques appropriate to purpose and audience, with clarity of focus, logic of organization, appropriate elaboration and support and overall coherence • 3.B.4b Produce, edit, revise and format work for submission and/or publication (e.g., manuscript form, appropriate citation of sources) using contemporary technology • 3.B.4c Evaluate written work for its effectiveness and make recommendations for its improvement • 3C. Communicate ideas in writing to accomplish a variety of purposes • 3.C.4a Write for real or potentially real situations in academic, professional and civic contexts (e.g., college applications, job applications, business letters, petitions) • 4: Listen and speak effectively in a variety of situations • 4A. Listen effectively in formal and informal situations • 4.A.4a Apply listening skills as individuals and members of a group in a variety of settings (e.g., lectures, discussions, conversations, team projects, presentations, interviews) • 4.A.4b Apply listening skills in practical settings (e.g., classroom note taking, interpersonal conflict situations, giving and receiving directions, evaluating persuasive messages) 	

- 4.A.4c Follow complex oral instructions
- 4.A.5a Use criteria to evaluate a variety of speakers' verbal and nonverbal messages
- 4.A.5b Use techniques for analysis, synthesis, and evaluation of oral messages
- 4B. Speak effectively using language appropriate to the situation and audience
- 4.B.4a Deliver planned informative and persuasive oral presentations using visual aids and contemporary technology as individuals and members of a group; demonstrate organization, clarity, vocabulary, credible and accurate supporting evidence
- 4.B.4c Use strategies to manage or overcome communication anxiety and apprehension (e.g., developed outlines, notecards, practice)
- 4.B.5c Implement learned strategies to self-monitor communication anxiety and apprehension (e.g., relaxation and transference techniques, scripting, extemporaneous outlining, repetitive practice)
- 4.B.5d Use verbal and nonverbal strategies to maintain communication and to resolve individual, group and workplace conflict (e.g., mediation skills, formal and informal bargaining skills) and available technology
- 5: Use the language arts to acquire, assess and communicate information
- 5A. Locate, organize, and use information from various sources to answer questions, solve problems and communicate ideas
- 5.A.4a Demonstrate a knowledge of strategies needed to prepare a credible research report (e.g., notes, planning sheets)
- 5.A.4b Design and present a project (e.g., research report, scientific study, career/higher education opportunities) using various formats from multiple sources
- 5.A.5a Develop a research plan using multiple forms of data
- 5.A.5b Research, design and present a project to an academic, business or school community audience on a topic selected from among contemporary issues
- B. Analyze and evaluate information acquired from various sources
- 5.B.4a Choose and evaluate primary and secondary sources (print and nonprint) for a variety of purposes
- 5.B.4b Use multiple sources and multiple formats; cite according to standard style manuals
- 5.B.5a Evaluate the usefulness of information, synthesize information to support a thesis, and present information in a logical manner in oral and written forms

	<ul style="list-style-type: none"> • 5.B.5b Credit primary and secondary sources in a form appropriate for presentation or publication for a particular audience • C. Apply acquired information, concepts and ideas to communicate in a variety of formats • 5.C.4a Plan, compose, edit and revise information (e.g., brochures, formal reports, proposals, research summaries, analyses, editorials, articles, overheads, multimedia displays) for presentation to an audience • 5.C.4b Produce oral presentations and written documents using supportive research and incorporating contemporary technology.
Objectives	<ul style="list-style-type: none"> • Select a suitable topic for a speech • Identify qualities that make a good topic for a speech • Write a thesis statement • Determine aspects of your audience • Determine how the occasion will affect your speech • Identify the defining features of an persuasive speech • Define logical, ethical, and emotional appeals • Explain the elements of logical, ethical and emotional appeals • Identify the types of information that you can use to support your thesis statement • Find information for speeches using personal experiences, observations, and/or interviewing • Use the library to find information from print and electronic media • Evaluate the usefulness of information based on topic, audience and occasion of speech • Outline a speech and prepare speech notes • Develop a persuasive speech • Utilize citation in a speech to support thesis and main points • Utilize transitional devices • Choose the words that most clearly express your thoughts • Present an informative speech • Conduct a question and answer session • Create a PowerPoint that assists in a persuasive presentation • Utilize multiple forms of media to support that statements made in the presentation

	<ul style="list-style-type: none"> • Use multiple forms of media smoothly in a presentation
Assessments	<ul style="list-style-type: none"> • Answer questions pertaining to readings • Participate appropriately in small group and large group discussions • Present information from a group or individual activity to the class as a whole • Quizzes and tests over various elements of unit • Portion of final exam • Write a grammatically correct, accurately formatted persuasive speech • Create note cards to utilize in the presentation of an persuasive speech • Present a persuasive speech • Include correct citations in an persuasive speech • Create a correctly formatted MLA bibliography • Create a PowerPoint that relates to the presentation • Create/ utilize a second form of media to convey a message

Unit of Study	Unit 5: Impromptu Speaking	Resources That Will Support Instruction
Illinois Learning Standards	<ul style="list-style-type: none"> • 4: Listen and speak effectively in a variety of situations • 4A. Listen effectively in formal and informal situations • 4.A.4a Apply listening skills as individuals and members of a group in a variety of settings (e.g., lectures, discussions, conversations, team projects, presentations, interviews) • 4.A.4b Apply listening skills in practical settings (e.g., classroom note taking, interpersonal conflict situations, giving and receiving directions, evaluating persuasive messages) • 4.A.4d Demonstrate understanding of the relationship of verbal and nonverbal messages within a context (e.g., contradictory, supportive, repetitive, substitutive) • 4.A.5a Use criteria to evaluate a variety of speakers' verbal and nonverbal messages • 4.A.5b Use techniques for analysis, synthesis, and evaluation of oral messages • B. Speak effectively using language appropriate to the situation and audience • 4.B.4b Use group discussion skills to assume leadership and participant roles within an assigned project or to reach a group goal • 4.B.4c Use strategies to manage or overcome communication anxiety and apprehension (e.g., developed outlines, notecards, practice) • 4.B.5a Deliver planned and impromptu oral presentations, as individuals and members of a group, conveying results of research, projects or literature studies to a variety of audiences (e.g., peers, community, business/industry, local organizations) using appropriate visual aids and available technology 	
Objectives	<ul style="list-style-type: none"> • Determine aspects of your audience • Write a thesis statement • Identify the types of information that you can use to support your thesis statement • Formulate ideas using prior knowledge to support the thesis statement and main points • Outline a speech and prepare speech notes under a time limit 	

	<ul style="list-style-type: none"> • Utilize transitional devices • Choose the words that most clearly express your thoughts • Maintain focus on an unknown, assigned topic
Assessments	<ul style="list-style-type: none"> • Quizzes and tests over various elements of unit • Portion of final exam • Create note cards to utilize in the presentation of an impromptu speech • Present an impromptu speech • Maintain focus on an unknown topic • Plan, prepare and give a speech under time restrictions