

Dublin City Schools Public Speaking Graded Course of Study High School Elective

Philosophy

Reading, writing, listening, speaking and critical thinking are the essential components of literacy. The ability to effectively communicate through the spoken word is a skill that can be developed. As the technological tools of the 21st Century have increased communication across the world, it is even more important that our young people learn to speak and listen effectively to fully participate in a global context.

Program or Course Goals

Public Speaking stresses communication in varied contexts such as informational, persuasive, and impromptu. The course incorporates the basic skills of speaking and listening, as well as techniques of presentation. Speech and effective communication skills as well as speech composition will be stressed. The recognition and consideration of audience and purpose are essential in public speaking.



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Student learning will focus on speech composition and delivery.	
Types of Speeches	<ul style="list-style-type: none"> • Personal Experience • Demonstration • Informative • Persuasive • Impromptu • Oral Interpretation (Read Aloud) <p>Optional: Motivational Commercial/Sales Awards/Acceptance Speech Commemorative Conflict Management Interviewing Newscast</p>
Patterns of Organization	<p>Use correct paragraph structure</p> <ul style="list-style-type: none"> • Topic sentences • Paragraph development (details, facts, examples, statistics, transitions) <p>Write the multi-paragraph speaking outline</p> <ul style="list-style-type: none"> • Introduction, hook, thesis, body • Cite information gained from primary sources (MLA optional) • Logical organization, fluency, clarity, and correctness • Conclusion • Audience and Purpose <p>Use the writing process</p> <ul style="list-style-type: none"> • Prewriting (outlining), drafting, revision, editing
Speaking, viewing and listening	<ul style="list-style-type: none"> • Select Topics for Presentation • Organize Notes and Ideas • Learn and practice speaking techniques • Learn and practice listening techniques • Engage in peer/self constructive critiquing
Technology Application	<ul style="list-style-type: none"> • Word Processing • Multimedia/Video • Information Tools • Electronic Databases • Internet resources



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Ohio Academic Content Standards: Language Arts

Writing Process Standard	Writing Process Benchmark(s)
<p>Students' writing develops when they regularly engage in the major phases of the writing process. The writing process includes the phases of prewriting, drafting, revising and editing and publishing. They learn to plan their writing for different purposes and audiences. They learn to apply their writing skills in increasingly sophisticated ways to create and produce compositions that reflect effective word and grammatical choices. Students develop revision strategies to improve the content, organization and language of their writing. Students also develop editing skills to improve writing conventions.</p>	<ul style="list-style-type: none"> A. Formulate writing ideas, and identify a topic appropriate to the purpose and audience. B. Select and use an appropriate organizational structure to refine and develop ideas for writing. C. Use a variety of strategies to revise content, organization and style, and to improve word choice, sentence variety, clarity and consistency of writing. D. Apply editing strategies to eliminate slang and improve conventions. E. Apply tools to judge the quality of writing. F. Prepare writing for publication that follows an appropriate format and uses a variety of techniques to enhance the final product.
Writing Application Standard	Writing Application Benchmark(s)
<p>Students need to understand that various types of writing require different language, formatting and special vocabulary. Writing serves many purposes across the curriculum and takes various forms. Beginning writers learn about the various purposes of writing; they attempt and use a small range of familiar forms (e.g., letters). Developing writers are able to select text forms to suit purpose and audience. They can explain why some text forms are more suited to a purpose than others and begin to use content-specific vocabulary to achieve their communication goals. Proficient writers control effectively the language and structural features of a large repertoire of text forms. They deliberately choose vocabulary to enhance text and structure their writing according to audience and purpose.</p>	<ul style="list-style-type: none"> A. Produce functional documents that report, organize and convey information and ideas accurately, foresee readers' problems or misunderstandings and include formatting techniques that are user friendly. B. Produce informational essays or reports that establish a clear and distinctive perspective on the subject, include relevant perspectives, take into account the validity and reliability of sources and provide a clear sense of closure. C. Use a range of strategies to elaborate and persuade when appropriate, including appeal to logic, use of personal anecdotes, examples, beliefs, expert opinions or cause-effect reasoning.



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Research Standard	Research Benchmark(s)
<p>Students define and investigate self-selected or assigned issues, topics and problems. They locate, select and make use of relevant information from a variety of media, reference and technological sources. Students use an appropriate form to communicate their findings.</p> <p>Research is used in all content areas and should be incorporated within the instruction and assessment of the content-specific standards and benchmarks</p>	<ul style="list-style-type: none"> A. Formulate open-ended research questions suitable for inquiry and investigation and adjust questions as necessary while research is conducted. B. Compile, organize and evaluate information, take notes and summarize findings. C. Evaluate the usefulness and credibility of data and sources, and synthesize information from multiple sources. D. Use style guides to produce oral and written reports that give proper credit for sources (e.g. words, ideas, images, information) and include an acceptable format for source acknowledgement. E. Communicate findings, reporting on the substance and processes orally, visually and in writing or through multimedia.
Communication - Oral and Visual Standard	Communication - Oral and Visual Benchmark(s)
<p>Students learn to communicate effectively through exposure to good models and opportunities for practice. By speaking, listening and providing and interpreting visual images, they learn to apply their communication skills in increasingly sophisticated ways. Students learn to deliver presentations that effectively convey information and persuade or entertain audiences. Proficient speakers control language and deliberately choose vocabulary to clarify their points and adjust their presentations according to audience and purpose.</p> <p>Communication is used in all content areas and should be incorporated within the instruction and assessment of the content-specific standards and benchmarks.</p>	<ul style="list-style-type: none"> A. Use a variety of strategies to enhance listening comprehension. B. Evaluate the clarity, quality, effectiveness and overall coherence of a speaker's key points, arguments, evidence, organization of ideas, delivery, diction and syntax. C. Select and use effective speaking strategies for a variety of audiences, situations and purposes. D. Give persuasive presentations that structure ideas and arguments in a logical fashion, clarify and defend positions with relevant evidence and anticipate and address the audience's concerns. E. Give informational presentations that contain a clear perspective; present ideas from multiple sources in logical sequence; and include a consistent organizational structure. F. Give presentations using a variety of delivery methods, visual displays and technology.



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Ohio Academic Content Standards: Technology

Technology for Productivity Applications Standard	Technology for Productivity Applications Benchmark(s)
<p>Students learn the operations of technology through the usage of technology and productivity tools.</p> <p>Students use computer and multimedia resources to support their learning. Students understand terminology, communicate technically and select the appropriate technology tool based on their needs. The use technology tools to collaborate plan and produce a sample product to enhance their learning and solve problems by investigating, troubleshooting and experimenting using technical resources.</p>	<p>B. Identify, select and apply appropriate technology tools and resources to produce creative works and to construct technology-enhanced models.</p>
Technology and Information Literacy Standard	Technology and Information Literacy Benchmark(s)
<p>Students engage in information literacy strategies, use the Internet, technology tools and resources, and apply information-management skills to answer questions and expand knowledge</p> <p>Students become information-literate learners by utilizing a research process model. They recognize the information and define the problem, need or task. Students understand the structure of information systems and apply thee concepts in acquiring and managing information. Using technology tools, a variety of resources are identified, accessed and evaluated. Relevant information is selected, analyzed and synthesized to generate a finished product. Students evaluate their information process and product</p>	<p>D. Evaluate choices of electronic resources and determine their strengths and limitations.</p>

