

EAST HADDAM PUBLIC SCHOOLS

LANGUAGE ARTS CURRICULUM

Media Arts/Communications Curriculum
Grades 9-12

Approved by the
East Haddam Board of Education

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East Haddam Board of Education

Pamela Gourlie, Chairperson

Dora Lyman, Secretary

Everett Herden

Nicholas Iacovelli

Robert Mather

Thomas Mielt

Manny Misenti

Steve Quinn

Melissa Ziobron

Steven Durham, Ed.D., Superintendent of Schools
East Haddam Board of Education
26 Plains Road, P.O. Box 401
Moodus, CT 06469
Phone (860) 873-5090/Fax (860) 873-5092
sdurham@easthaddam.k12.ct.us
www.easthaddam.k12.ct.us

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Committee Members

Nancy Allison

Melinda Blaschik

Kristen Bishop

Kelly Braza

Dena Czapiewski

Loretta Fisher

Julie Frazier

Rick Gannon

Mary-Jane Haddad

Laurie Hall

Nancy Hanks, Secretary

Anne Johnson, Chair

Sue Kenny

Althea Liscombe

Bette Lomme

Joanne Maynard

Sue McKinlay

Cindy Mello

Jillian Miller

Andrea Pascal

Margaret Stahl

Elena Zajac

Statement of Philosophy

The East Haddam Public School district believes that language facilitates the intellectual and emotional growth within individuals and within society. It is essential that all students develop proficiency, competency, and fluency in reading, writing, listening, speaking, and viewing to meet the literary demands of the 21st century.

Program Goals

Upon completion of the Media Arts/Communications Program, students will be able to:

- Understand the historical and cultural role of communication in our society and be able to make critical choices;
- Plan and execute presentations using a variety of formats and technical aids;
- Develop confident delivery skills;
- Assess personal and peer performance skills;
- Be aware of career opportunities in the field of communication;
- Use television effectively to communicate ideas, entertain, and/or inform an audience.

Course Description

Public Speaking

(One Semester- 0.5 Credits)

Public Speaking is a one-semester course that introduces students to the elements of communication by focusing on the communication process, types of communication, and communication terminology. The course will emphasize oral interpretation, and the skills needed to prepare, deliver, and evaluate impromptu, informative, persuasive, and special occasion speeches. Students will explore the causes of faulty listening skills and will learn how to improve their critical listening habits.

LANGUAGE ARTS CURRICULUM 9-12

CONTENT STANDARD 4: EXPLORING AND RESPONDING TO TEXT

Performance Standard #1: Explore and respond to classic literary text that has shaped Western thought.

Public Speaking Statement

The students will:

- listen to and evaluate historical speeches for structure, content, and meaning;
- understand the historical context of speechmaking and its function on society;
- explain the ethical responsibilities for speakers; and
- utilize the basic elements to create a speech.

Learning Activities

- Research the history of speeches using the on-line catalog and write a brief synopsis of ancient Greek or Roman rhetoric.
- Listen to the texts of speeches from a variety of public officials and write about the impact of a speech from a historical perspective.
- Search the Internet to locate pages from the National Speakers Association or other speaking associations to find information about ethical writing. Share the information in a class discussion of ethics.
- Explain the concept of rhetorical sensitivity and give two examples of how it should affect the delivery of your speech.
- Write a speech that contains an introduction, body and conclusion to develop a main idea.

CONTENT STANDARD 1: READING AND RESPONDING

Performance Standard #4: Analyze text and task, set purpose and plan appropriate strategies for comprehending, interpreting and evaluating texts.

Public Speaking Statement

The students will:

- use various strategies to enhance listening comprehension;
- analyze personal listening skills and identify steps for improvement; and
- identify and explain the five types of listening: appreciative, discriminatory, empathic, comprehension, and critical.

Learning Activities

- Read a brief piece of prose aloud, listening for the main idea, identifying the plot, and naming the characters.
- Use famous speeches of varying length while students outline the speeches as they listen, identifying purpose and organization.
- Determine causes of faulty listening through discussion.
- Complete five evaluations using the speech evaluation rubric to examine assigned essays.
- Create a weeklong journal using basic communication terminology to record daily entries regarding personal communication experiences.
- Deliver a speech that relates your daily communication experiences for a one-week period.
- Maintain a listening log and write a self-assessment (portfolio assignment).

CONTENT STANDARD 2: PRODUCING TEXTS

Performance Standard #1: Communicate effectively by determining the appropriate text structure on the basis of audience, purpose and point-of-view.

Public Speaking Statement

The students will:

- list and explain the differences between the various kinds of special occasion speeches;
- review, employ, and improve delivery techniques;
- write and deliver speeches and presentations; and
- employ appropriate visual aids.

Learning Activities

- Prepare and deliver a series of short special occasion speeches to include the following:
 - After dinner speech;
 - Speech of introduction;
 - Speech of presentation;
 - Speech of acceptance;
 - Commemorative speech;
 - Keynote address;
 - Commencement address;
 - Dedication speech; and
 - Public relations speech.
- Use library resources to prepare for each speech.
- Use handouts for listing, describing and discussing the different purposes and characteristics of each kind of special occasion speech.

LEARNING RESOURCES INFORMATION AND TECHNOLOGY

CONTENT STANDARD 5: APPLICATION

Performance Standard: Student will use appropriate technologies to create written, visual, oral, and multimedia products to communicate ideas, information, or conclusions to others.

Public Speaking Statement

The students will:

- identify purpose, point of view, and method of appeal used in electronic advertising;
- critically analyze the impact of the electronic media on American society;
- employ formatting concepts for radio and television programming; and
- formulate and send effective verbal, nonverbal, and vocal messages by audio or videotape.

Learning Activities

- Analyze videotapes of a television drama, political speeches, and newscasts.
- Use cooperative groups to evaluate contemporary television news and entertainment shows identifying real and unrealistic representations of life.
- Keep journal recording daily use of television and radio and write brief papers discussing the impact of the electronic media on your life.
- Write brief papers describing your most memorable television experience.
- Discuss news formatting and divide into groups to have each group prepare a fifteen minute television newscast, advertising, to be presented and recorded.
- Prepare a persuasive speech to be videotaped.

Resources

Text

Cogan, Elaine and Ben Padrow. You Can Talk To (Almost) Anyone About (Almost) Anything. Portland, OR, Portland State Publications, 1984.

Esposito, Janet. In the Spotlight. NY, Publishing Directions, LLC., 2000.

German, Kathleen... [et al]. Principles of Public Speaking. NY, Addison Wesley Longman, Inc., 2001.

Perlman, Alan M. Writing Great Speeches. NY, Pearson Education, 1997.

Sorenson, Sharon. Webster's New World Student Writing Handbook. NY, Prentice Hall, 2000.

Selected websites from the Internet

Magazine articles

Essays

Videos

Great Speeches. Vol. I (videorecording) Greenwood, IN: Great Speeches, 1985.

King, Martin Luther. I Have a Dream. (videorecording) NY: MPI, 1986.