



Independent School District of Boise City

**Speech Communications: Course Overview**

**Adopted Text:** Francis, Carol. *Projects in Speech Communication*. Logan, IA: Perfection Learning Corporation, 2009

**Speech Communications: Course Scope and Sequence**

**Unit A: Introducing Communication**

Essential	Expected	Extended	Sample Lang. Obj.*
<ul style="list-style-type: none"> <li>• Create a classroom community.</li> <li>• Develop an awareness of the individual's role in the communication process. (ELD 1.1.2)</li> </ul>	<ul style="list-style-type: none"> <li>• Create a classroom community.</li> <li>• Develop an awareness of the individual's role in the communication process.</li> </ul>	Introductory games; personal introduction speech; classroom standards; skits	<p><u>State</u> individual interests and <u>identify</u> similarities and differences.</p> <p><u>Create</u> classroom rules promoting community.</p>

**Unit B: Understanding the Communication Process**

Essential	Expected	Extended	Sample Lang. Obj.
<ul style="list-style-type: none"> <li>• Define communication.</li> <li>• Distinguish between intrapersonal and interpersonal communication.</li> <li>• Define types and levels of communication. (ELD 1.1.2)</li> <li>• Identify and describe the key elements in the</li> </ul>	<ul style="list-style-type: none"> <li>• Analyze techniques for increasing accuracy of communication.</li> <li>• Explain how communication is affected by perception.</li> </ul>	<ul style="list-style-type: none"> <li>• Create a communication model.</li> <li>• Role play communication breakdown.</li> <li>• Analyze a variety of communication models.</li> <li>• Pantomime.</li> <li>• Experiment with personal space.</li> <li>• Tongue twisters.</li> </ul>	<p><u>Recite and paraphrase</u> the definition of communication.</p>

<p>communication process. (ELD 1.1.3)</p> <ul style="list-style-type: none"> <li>Recognize the function of encoding and decoding in creating verbal and non-verbal messages.</li> <li>Recognize components of oral language, proxemics, body language, and paralanguage.</li> <li>Define listening.</li> <li>Explain the difference between hearing and listening. (ELD 2.1.2)</li> <li>Identify the barriers to effective listening.</li> <li>Describe types and levels of listening. (ELD 2.1.2)</li> </ul>		<ul style="list-style-type: none"> <li>Interviews.</li> </ul>	<p><b>Label</b> the parts of the communication process.</p> <p><b>Model</b> the qualities of an effective listener.</p>
<b>Unit C: Listening</b>			
<b>Essential</b>	<b>Expected</b>	<b>Extended</b>	<b>Sample Lang. Obj</b>
<ul style="list-style-type: none"> <li>Define listening.</li> <li>Explain the difference between hearing and listening. (ELD 2.1.1)</li> <li>Identify the barriers to effective listening.</li> <li>Describe types and levels of listening.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate active listening skills.</li> <li>Demonstrate appropriate audience behavior.</li> </ul>	<ul style="list-style-type: none"> <li>Skit or role play: listen to complaints of co-worker.</li> <li>Argus listening tests.</li> <li>Improvise ignoring the speaker with partners.</li> <li>Telephone game.</li> <li>Rumor games.</li> <li>Experiment with note-taking techniques.</li> <li>Mock trial or debate.</li> </ul>	<p><b>Paraphrase</b> differences between hearing and listening.</p> <p><b>Act out</b> types and levels of listening.</p>

<b>Unit D: Interpersonal and Intrapersonal Communication</b>			
<b>Essential</b>	<b>Expected</b>	<b>Extended</b>	<b>Sample Lang. Obj</b>
<ul style="list-style-type: none"> <li>• Explain how perception affects communication. (ELD 3.2.3)</li> <li>• Distinguish between various themes and expectations regarding relationships.</li> <li>• Understand various interpersonal decision-making strategies.</li> <li>• Define aspects of paralinguistics including rate, pitch, volume, stress and voice quality.</li> <li>• Understand the various affects of paralinguistics on communication participants. (ELD 2.1.1)</li> <li>• Identify the steps to problem-solving.</li> </ul>	<ul style="list-style-type: none"> <li>• Use the steps to problem-solving.</li> <li>• Apply various interpersonal decision-making strategies.</li> </ul>	<ul style="list-style-type: none"> <li>• Practice strategies for problem-solving.</li> <li>• Implement constructive criticism, empathy, and I-comments.</li> <li>• Use interviewing strategies.</li> </ul>	<p><b>Evaluate</b> your self-perception and how others perceive you.</p> <p><b>Depict</b> how paralinguistics determines meaning.</p>
<b>Unit E: Group Communication and Leadership</b>			
<b>Essential</b>	<b>Expected</b>	<b>Extended</b>	<b>Sample Lang. Obj</b>
<ul style="list-style-type: none"> <li>• Define the nature and purposes of groups.(ELD 3.1.2)</li> <li>• Identify factors affecting groups.</li> <li>• Explain and distinguish types of leadership.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain and give examples of importance of group communication.</li> <li>• Discuss group roles and group leadership.</li> </ul>	<ul style="list-style-type: none"> <li>• Participate in discussion.</li> <li>• Design a group project (build a bridge, create a cartoon or crossword puzzle, rank occupations)</li> <li>• Understand maintenance and task roles.</li> </ul>	<p><b>Practice</b> working in groups by completing a project.</p>

<ul style="list-style-type: none"> <li>Describe the life cycle of a group including forming, storming, norming, and performing.</li> <li>Identify the problem solving process as used in groups. (ELD 1.1.2)</li> </ul>		<ul style="list-style-type: none"> <li>Role-play conflict resolution.</li> </ul>	<p>Illustrate the life cycle of a group</p>
<b>Unit F: Speech Preparation and Delivery</b>			
<b>Essential</b>	<b>Expected</b>	<b>Extended</b>	<b>Sample Lang. Obj</b>
<ul style="list-style-type: none"> <li>Identify purpose of speech to entertain, persuade and inform. (ELD 2.1.1)</li> <li>Recognize speech formats including manuscript, impromptu, extemporaneous/ outline and memorize.</li> <li>Recognize proper outlining techniques including attention devices, introductions, and conclusions. (ELD 4.1.1)</li> <li>Recognize various organizational patterns.</li> <li>Describe qualities of effective delivery including audience analysis, managing stage fright, and use of visual aids.</li> <li>Recognize effective support, (credible sources)</li> </ul>	<p><i>Required: Deliver an informative or persuasive speech utilizing the attached grading rubric.</i></p> <ul style="list-style-type: none"> <li>Analyze your audience.</li> <li>Specify techniques for controlling speech anxiety.</li> <li>Choose appropriate, interesting and relevant topics.</li> <li>Select speech purpose: inform, persuade, entertain.</li> <li>Compare and contrast formats of delivery: impromptu, extemporaneous/ outline, manuscript, and memorized.</li> <li>Use a variety of support as evidence.</li> </ul>	<ul style="list-style-type: none"> <li>Deliver school announcements.</li> <li>Speech competitions or contests.</li> <li>Most embarrassing moment.</li> <li>Critique quality speeches.</li> <li>Impromptu speeches.</li> <li>Panel discussions.</li> <li>Reader's theater.</li> <li>Commercials.</li> <li>Interpretive reading.</li> <li>Read poetry, prose, and drama orally with clarity and comprehension, using appropriate intonation, emphasis, phrasing, and expression.</li> <li>Recognize and use elements of persuasion:</li> </ul>	<p>Compare and contrast speech purposes.</p> <p>Identify speeches presented in various formats.</p> <p>Label different aspects of a speech.</p>

<p>including fact, statistic, testimony, and analogy.</p> <ul style="list-style-type: none"> <li>• Describe proper audience behavior.</li> <li>• Define persuasion.</li> <li>• Identify key elements of persuasion. (ELD 3.1.1)</li> </ul>	<ul style="list-style-type: none"> <li>• Use speech organizational patterns.</li> <li>• Organize an outline.</li> <li>• Identify types of introductory attention devices: quotation, rhetorical questions, series of questions, anecdotes, startling statement, reference to history, audience or self.</li> <li>• Choose appropriate methods to conclude presentations.</li> <li>• Use illustrations and other visual aids: charts, graphs, posters, models, etc., to enhance the delivery of oral presentations, determining when visual aids are appropriate and effective.</li> <li>• Build confidence in public speaking: preparation, practice, performance.</li> <li>• Recognize non-verbal aspects of delivering a speech: eye contact, gestures, appearance, paralanguage, etc.</li> </ul>	<p>ethos, pathos, logos.</p> <ul style="list-style-type: none"> <li>• Role play: real life scenario's (borrowing money, late to work, excuse for homework assignment, talking way out of traffic ticket)</li> <li>• Develop a commercial.</li> </ul>	<p><u>Model</u> appropriate audience behavior.</p>
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	<ul style="list-style-type: none"> <li>• Exhibit qualities in delivery that enhance the message.</li> <li>• Read and analyze speeches of high quality.</li> <li>• Rehearse and deliver extemporaneous or prepared individual presentations which may include speeches, dramatic dialogues, story telling, reading or reciting poetry or other literature.</li> <li>• Deliver oral presentations as a member of a group such as oral reports, plays and skits, role playing, panel discussions, book sharing, or debating.</li> <li>• Demonstrate appropriate audience behavior.</li> <li>• Define persuasive elements: ethos, pathos, logos.</li> </ul>		<p>* Language Objectives are drawn from State English Language Development Standards, the National Council for Teachers of English, and International Reading Association.</p> <p>Picture books, video clips, and teacher summaries are appropriate. Teachers may also choose to have students relate a short story from their country or culture.</p>
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