

Course Description: Oral Communication is designed to help students learn all realms of communication. (This will include examining the way technology is influencing the world of communication.) Students will learn concepts and analysis related to intrapersonal and interpersonal communication used in the classroom, in real-world situations, and in the workplace. Small and large group discussions as well as listening exercises will be used to teach effective communication. Students will also participate in and analyze a play utilizing their speaking and critical thinking skills. The use of speech anxiety mechanisms will be emphasized throughout the semester to prepare students for their formal speeches. Students will use their research, reading, and writing skills to prepare and deliver self-disclosure, informative, persuasive, and tribute speeches. The content, organization, and delivery of the speech will be critically evaluated by the teacher and their peers.

Adopted Course Primary Resource	Supplementary Resources
<ul style="list-style-type: none"> <i>Speech for Effective Communication, The Wrestling Season (Play)</i> 	<ul style="list-style-type: none"> Various real world speeches in video form

Standards Addressed In The Course (Note Essential Standards)		
Reading	R.10.1	Cite relevant textual evidence that strongly supports analysis of what the text says explicitly/implicitly and make logical inferences; develop questions for further exploration. (RI&RL)
	R.10.2	Objectively and accurately summarize texts, from a variety of genres, to determine one or more themes or central ideas and analyze its development, including how it emerges and is shaped and refined by specific details. (RI&RL)
	R.10.4	Determine the meaning of words and phrases, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood. Exam
Writing	W.10.1	Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes
	W.10.2	Write text in a variety of modes: analytical, reflective, outline
	W.10.3	Create writing that utilizes Organization, Transitions, Word Choice

	W.10.4	Produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience.
	W.10.5	Develop and strengthen writing (collaboratively and individually) as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
	W.10.6	Make informed and intentional decisions about technology use.
Speaking/Listening	W.10.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem that is rhetorically authentic and culturally-sustaining; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating an understanding of the subject under investigation.
	W.10.8	Gather relevant information from multiple authoritative print and digital, academic and popular sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
	W.10.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
	SL.10.1	Initiate and participate effectively in a range of collaborative discussions (one on-one, in groups, and teacher-led) with diverse partners on topics, texts, and issues
	SL.10.3	Understand and evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence
	SL.10.4	Present information, findings, and supporting evidence such that listeners can follow the reasoning and organization. Intentionally utilize development, substance, and style appropriate to purpose, audience, and situation.
	L.10.2	Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.
Language		

	L.10.5	Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English.
	L.10.6	Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English.

Units of Study (Sequenced)	Standards Associated	Key Learning Targets & Essential Vocabulary	Essential Question(s)	Pacing
Unit 1: Speech to Introduce Conquering Performance Anxiety “The Last Lecture” Speech Analysis	SL.1 SL.4	Key Learning Targets: Initiate and participate effectively in a range of collaborative discussions (one on-one, in groups, and teacher-led) with diverse partners on topics, texts, and issues. Present information, findings, and supporting evidence such that listeners can follow the reasoning and organization. Intentionally utilize development, substance, and style appropriate to purpose, audience, and situation.	What information should I self disclose about myself to make my best impression on my audience? How does someone effectively mentally prepare to perform?	2 Weeks
Unit 2: Speech to Inform Music Speech	W.7 R.2	Key Learning Targets: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem that is rhetorically authentic and culturally-sustaining; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating an understanding of the subject under investigation. Objectively and accurately summarize texts, from a variety of genres, to determine one or more themes or central ideas	How does music best communicate the human experience? What performance traits do the best performers utilize?	3 Weeks

	<p>W.4</p> <p>L.6</p> <p>SL.1</p> <p>SL.4</p>	<p>and analyze its development, including how it emerges and is shaped and refined by specific details. (RI&RL)</p> <p>Produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience.</p> <p>Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English.</p> <p>Initiate and participate effectively in a range of collaborative discussions (one on-one, in groups, and teacher-led) with diverse partners on topics, texts, and issues</p> <p>Present information, findings, and supporting evidence such that listeners can follow the reasoning and organization. Intentionally utilize development, substance, and style appropriate to purpose, audience, and situation.</p>		
<p>Unit 3: Intrapersonal Communication</p> <p>Textbook article</p> <p>“Changeling Eagle”</p>	<p>R.2</p> <p>SL. 1</p> <p>SL.4</p>	<p>Objectively and accurately summarize texts, from a variety of genres, to determine one or more themes or central ideas and analyze its development, including how it emerges and is shaped and refined by specific details. (RI&RL)</p> <p>Initiate and participate effectively in a range of collaborative discussions (one on-one, in groups, and teacher-led) with diverse partners on topics, texts, and issues</p> <p>Present information, findings, and supporting evidence such that listeners can follow the reasoning and organization. Intentionally utilize development, substance, and style appropriate to purpose, audience, and situation.</p>	<p>Why is it necessary to have healthy intrapersonal communication if a person wants to be an effective communicator?</p>	<p>2 Weeks</p>
<p>Unit 4: Speech to Persuade</p>	<p>W.7</p>	<p>Key Learning Targets:</p> <p>Conduct short as well as more sustained research projects</p>	<p>What are the most powerful methods used to persuade someone?</p>	<p>4 Weeks</p>

	<p>R.2</p> <p>W.4</p> <p>W.5</p> <p>L.6</p> <p>SL.1</p> <p>SL.4</p>	<p>to answer a question (including a self-generated question) or solve a problem that is rhetorically authentic and culturally-sustaining; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating an understanding of the subject under investigation.</p> <p>Objectively and accurately summarize texts, from a variety of genres, to determine one or more themes or central ideas and analyze its development, including how it emerges and is shaped and refined by specific details. (RI&RL)</p> <p>Produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience.</p> <p>Develop and strengthen writing (collaboratively and individually) as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English.</p> <p>Initiate and participate effectively in a range of collaborative discussions (one on-one, in groups, and teacher-led) with diverse partners on topics, texts, and issues</p> <p>Present information, findings, and supporting evidence such that listeners can follow the reasoning and organization. Intentionally utilize development, substance, and style appropriate to purpose, audience, and situation.</p>	<p>What is the worst problem in the world today? How can it be fixed?</p> <p>Should we give up on solving political problems?</p> <p>How should readers/listeners decide if they have found a reliable source of information?</p>	
Unit 5:	R.2	<p>Objectively and accurately summarize texts, from a variety of genres, to determine one or more themes or central ideas</p>	<p>Will traditional interpersonal communication continue to be the</p>	3 Weeks

<p>Interpersonal Communication</p> <p>Interviews</p> <p>Conflict/Resolution</p>	<p>SL. 1</p> <p>SL.4</p>	<p>and analyze its development, including how it emerges and is shaped and refined by specific details. (RI&RL)</p> <p>Initiate and participate effectively in a range of collaborative discussions (one on-one, in groups, and teacher-led) with diverse partners on topics, texts, and issues</p> <p>Present information, findings, and supporting evidence such that listeners can follow the reasoning and organization. Intentionally utilize development, substance, and style appropriate to purpose, audience, and situation.</p>	<p>key to human relationships in the future?</p> <p>Is conflict really a necessary evil in life?</p>	
<p>Unit 6:</p> <p>Dramatic speaking/ Character Analysis</p> <p><i>The Wrestling Season</i></p> <p>Unit 7:</p> <p>Speech to Pay Tribute</p>	<p>R.2</p> <p>SL.1</p> <p>W.3</p> <p>SL.4</p>	<p>Objectively and accurately summarize texts, from a variety of genres, to determine one or more themes or central ideas and analyze its development, including how it emerges and is shaped and refined by specific details. (RI&RL)</p> <p>Initiate and participate effectively in a range of collaborative discussions (one on-one, in groups, and teacher-led) with diverse partners on topics, texts, and issues</p> <p>Create writing that utilizes Organization, Transitions, Word Choice</p> <p>Present information, findings, and supporting evidence such that listeners can follow the reasoning and organization. Intentionally utilize development, substance, and style appropriate to purpose, audience, and situation.</p>	<p>Why is doing the right thing often not popular in high school?</p> <p>Why is it important to say thank you to those who have impacted your life?</p>	<p>1 Week</p> <p>1 Week</p>