

**EL DORADO UNION HIGH SCHOOL DISTRICT**  
**Educational Services**

**Course of Study Information Page**

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| Course Title: Speech (#140)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                   |
| <p>Rationale: Speech communication concerns itself with the physical, physiological, psychological, sociological, economic, historical and rhetorical factors involved in speaking and listening. Oral discourse crosses all academic disciplines and underlies all learning. Instruction in speech communication will help students to prepare for both academic and vocational pursuits.</p>                                                                                                                                                                                                                                                                          |                                                                                                   |
| <p>Course Description: The purpose of this course is to teach students basic principles of speech delivery. Students will learn to generate topics, research, organize, deliver and critique several kinds of speeches to meet the variety of speaking situations that they might face in their lives. Units will cover listening skills, discussion, etiquette, group projects, sales, talks, oral interpretation, impromptu speaking, interview procedures, persuasive techniques, basic debate, as well as speeches to narrate, describe, explain, and argue. Competition is encouraged, not required. This class will meet the fourth year English requirement.</p> |                                                                                                   |
| Length of Course:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Year                                                                                              |
| Grade Level:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | 9, 10, 11, 12                                                                                     |
| Credit:<br><input type="checkbox"/> Number of units: 5<br>: Meets graduation requirements<br>: Request for UC "a-g" requirements<br><input type="checkbox"/> College Prep<br>: Elective<br><input type="checkbox"/> Vocational                                                                                                                                                                                                                                                                                                                                                                                                                                          | 5 units per semester<br>Meets graduation requirements<br>College Prep<br>Elective "g" requirement |
| Prerequisites:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Must be reading at or above grade level.                                                          |
| Department(s):                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | English                                                                                           |
| District Sites:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Ponderosa, Union Mine                                                                             |
| Board of Trustees Adoption Date:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | February 24, 2004                                                                                 |
| Textbook(s)/Instructional Materials:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | In Lieu of Funds                                                                                  |
| Date Adopted by the Board of Trustees:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | June 8, 2004                                                                                      |

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**EL DORADO UNION HIGH SCHOOL DISTRICT**  
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Department: English  
Course Title: Speech

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Department: English  
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**UNIT #1: Introductory Unit**

**GOAL:**     A) To teach students proper techniques for presenting a speech to an audience  
              B) To demonstrate the importance of speech training to facilitate communication

| OBJECTIVES                                                                                                                                                                                                                                                                                                                                                                                                                                        | SUGGESTED ACTIVITIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| The student will:                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <ol style="list-style-type: none"> <li>1. Learn the nature and importance of speech training.</li> <li>2. Develop careful, thoughtful, and discriminating listening skills.</li> </ol>                                                                                                                                                                                                                                                            | <p>Group and whole class brainstorming/guided instruction on the importance of speech training to the student as an individual in:</p> <ul style="list-style-type: none"> <li>▪ a free society</li> <li>▪ the business world</li> <li>▪ the classroom</li> <li>▪ the school.</li> </ul>                                                                                                                                                                                                   |
| <ol style="list-style-type: none"> <li>3. Acquire self-confidence through speaking informally before the class</li> <li>4. Establish habits of good posture while walking, sitting and standing.</li> <li>5. Begin to establish habits of good eye contact with an audience.</li> <li>6. Develop an awareness of the preparation necessary to be a good speaker.</li> <li>7. Develop an appreciation of good speech and good speakers.</li> </ol> | <p>Exercises in:</p> <p>Approaching the audience<br/> Establishing eye contact with the audience<br/> Standing relaxed on both feet<br/> Using gestures/relaxing arms<br/> Exiting platform</p> <p>Suggested Activities:</p> <ul style="list-style-type: none"> <li>▪ Class arrangement by birth date or alphabetically</li> <li>▪ One-on-One information exchange/presentation</li> <li>▪ Small group questioning/response/presentation</li> <li>▪ Self-Introductory speeches</li> </ul> |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <p>Evaluation</p> <p>First activities are not graded</p> <p>Students receive written comments from teacher and other students, emphasizing positive comments.</p>                                                                                                                                                                                                                                                                                                                         |

**California English-Language Arts Standards 9-12 Listening and Speaking Strategies**

1.8 Produce concise notes for extemporaneous delivery.

1.9 Analyze the occasion and the interests of the audience and choose effective verbal and nonverbal techniques (e.g., voice, gestures, eye contact) for presentations

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UNIT #2: Listening

- GOAL: A) Learn that active listening improves understanding and communication between speaker and audience.  
B) Learn that critical listening enhances listener's ability to evaluate the message.

| OBJECTIVES<br>The student will:                           | SUGGESTED ACTIVITIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|-----------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Identify active (effective) listening behavior.        | Guided instruction: <ul style="list-style-type: none"> <li>Process of message transmission followed by student activity with story telling.</li> </ul>                                                                                                                                                                                                                                                                                                                                                        |
| 2. Identify passive (ineffective) listening behavior.     | Listening taxonomy <ul style="list-style-type: none"> <li>Discriminatory listening</li> <li>Comprehensive listening</li> <li>Critical listening</li> <li>Therapeutic listening</li> <li>Appreciative listening</li> </ul>                                                                                                                                                                                                                                                                                     |
| 3. Become aware of barriers to effective listening.       | Student activities <ul style="list-style-type: none"> <li>Group brainstorming on importance of good listening in different situations</li> <li>Mirroring exercise</li> <li>Crazy Helen puzzle</li> <li>Class discussion on difference between fact and inference</li> <li>Students keep listening logs</li> <li>Critical listening activity to identify parts of a persuasive speech</li> <li>Listening for feeling tone exercises</li> <li>Appreciative listening exercise with musical selection</li> </ul> |
| 4. Evaluate critically the oral presentation of a speaker | Evaluation <ul style="list-style-type: none"> <li>Student listening logs</li> <li>Check for specific information about various speeches on different days - thesis, main points, evidence, conclusion</li> <li>Class Participation Grade</li> </ul>                                                                                                                                                                                                                                                           |
| 5. Practice effective listening habits                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |

**California Language Arts Standards 9 - 12 Listening and Speaking Strategies**

Students formulate adroit judgments about oral communication.

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Department: English  
Course Title: Speech

UNIT#3: Language Process

GOAL: To improve student's speaking style and poise

| OBJECTIVES                                                                                                                                                                                                                                                                                              | SUGGESTED ACTIVITIES                                                                                                                                                                                                                                                                                                     |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| The student will:                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                          |
| <ol style="list-style-type: none"><li>1. Demonstrate an understanding of adequate volume, pitch, articulation, and tone.</li><li>2. Demonstrate a command of techniques to combat nervous habits.</li><li>3. Diagram on paper the communicative process and discuss each part of the process.</li></ol> | <ul style="list-style-type: none"><li>▪ Breathing exercises</li><li>▪ Individual and small group readings of selected works read to convey different emotions</li><li>▪ Relaxation exercises</li><li>▪ Practice with tongue twisters</li><li>▪ Speech game with flash cards to identify nervous habits nervous</li></ul> |
|                                                                                                                                                                                                                                                                                                         | <p>Evaluation:</p> <ul style="list-style-type: none"><li>▪ Teacher Observation</li><li>▪ Written critiques by teachers and peers</li></ul>                                                                                                                                                                               |

**California Language Arts Standards 9 - 12 1.0 Listening and Speaking Strategies**

Students formulate adroit judgments about oral communication.

**EL DORADO UNION HIGH SCHOOL DISTRICT  
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Department: English  
Course Title: Speech

UNIT #4: Expository Speech

GOAL: To increase the knowledge of the use of gesture and movement to enhance speaking skill.

| OBJECTIVES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | SUGGESTED ACTIVITIES                                                                                                                                                                                          |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| The student will:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                               |
| 1. Demonstrate the effective use of visual aids by correct use in assigned speech.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Guided Instruction:<br>Gestures<br>Use of visual aids                                                                                                                                                         |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Student activities:<br>Demonstration or Process (How to)<br>Speech<br>Explains how to do something, how to make something, or how something works<br>Expository<br>Gives information about a specific subject |
| 2. Demonstrate an understanding of the major forms of gesture by their presence in assigned speeches and written examination.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Evaluation:<br>Written critiques by teacher and peers of use of visual aids.<br>Evaluation checklist which includes organization, content, language, and delivery.                                            |
| <b>California Language Arts Standards 9 - 10</b> 2.2 Deliver expository presentations:<br>Marshal evidence in support of a thesis and related claims, including information on all relevant perspectives.<br>Convey information and ideas from primary and secondary sources accurately and coherently.<br>Make distinctions between the relative value and significance of specific data, facts, and ideas.<br>Include visual aids by employing appropriate technology to organize and display information on charts, maps, and graphs.<br>Anticipate and address the listener's potential misunderstandings, biases, and expectations.<br>Use technical terms and notations accurately. |                                                                                                                                                                                                               |

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**UNIT #5: Speech to Inform**

**GOAL:** To teach students to research, analyze, and organize materials, and to utilize effective language.

| OBJECTIVES                                                                                                    | SUGGESTED ACTIVITIES                                                                                                                 |
|---------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|
| The student will:                                                                                             |                                                                                                                                      |
| 1. Be able to use the library and/or other sources to gather materials to be utilized in developing speeches. | Guided Instruction:<br>Selecting a topic<br>Audience analysis<br>Outlining organization: chronological, spatial, topical and logical |

|                                                                                                     |                                                                                                                                                                                                                                                                   |
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| 2. Be aware that a successful speech must have a clear purpose, thesis, and organization structure. | Gathering information<br>Analyzing information from facts including: statistics, testimony, examples, and illustrations<br>Purpose of introduction: types and cautions<br>Purposes of conclusions                                                                 |
| 3. Prepare written outlines for all informative speeches.                                           |                                                                                                                                                                                                                                                                   |
| 4. Write effective introductions.                                                                   |                                                                                                                                                                                                                                                                   |
| 5. Write effective conclusions.                                                                     |                                                                                                                                                                                                                                                                   |
| 6. Demonstrate the use of adequate support materials.                                               | Student activities: <ul style="list-style-type: none"> <li>▪ Read and annotate model speeches</li> <li>▪ Select a topic and write different introductions</li> <li>▪ Prepare and organize clear outline</li> <li>▪ Present speeches to inform in class</li> </ul> |
| 7. Understand the major types of informative speeches: description, demonstration, and definition.  | Evaluation:<br><br>Evaluate student outlines<br><br>Written critiques by teacher and peers on speech                                                                                                                                                              |

### **California Language Arts Standards 9 - 10**

2.3 Generate relevant questions about readings on issues that can be researched.

2.4 Synthesize the content from several sources or works by a single author dealing with a single issue; paraphrase the ideas and connect them to other sources and related topics to demonstrate comprehension.

2.5 Extend ideas presented in primary or secondary sources through original analysis, evaluation, and elaboration.

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**UNIT #6: Group Discussion**

- GOAL:**
- A) To teach students to work in a collaborative group
  - B) To develop leadership ability in all students
  - C) To teach students how to plan a discussion by choosing a topic, determining a format, wording discussion questions, and preparing an outline
  - D) To help students develop an awareness of divergent points of view and backgrounds and how to resolve conflict in discussions

| OBJECTIVES                                              | SUGGESTED ACTIVITIES                                                                             |
|---------------------------------------------------------|--------------------------------------------------------------------------------------------------|
| The student will:                                       |                                                                                                  |
| 1. Define group discussion/cooperation problem solving. | Guided instruction: <ul style="list-style-type: none"><li>▪ Types of discussion: panel</li></ul> |

|                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|-----------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2. Define types of discussion groups                                  | <p>discussion, round table discussion, open forum discussion</p> <ul style="list-style-type: none"> <li>▪ Purpose of discussion</li> <li>▪ Difference between discussion and debate</li> <li>▪ Uses of discussion in everyday life</li> <li>▪ Steps of reflective thinking <ul style="list-style-type: none"> <li>○ Clarification of the problem</li> <li>○ Analysis</li> <li>○ Suggested solutions</li> <li>○ Evaluation of suggested solutions</li> <li>○ Adoption of a solution</li> </ul> </li> <li>▪ Establishing roles and expectations for each group member</li> </ul> |
| 3. Identify needs of audience                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| 4. Research and develop a topic for group discussion.                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| 5. Identify, define, and utilize the steps of reflective thinking.    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| 6. Identify appropriate and inappropriate behaviors in a group member |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| 7. Lead and/or actively participate in a group discussion.            | <p>Student activities:</p> <ul style="list-style-type: none"> <li>▪ Four Corner Debate</li> <li>▪ Socratic Seminar</li> <li>▪ Scored Discussions</li> <li>▪ Inner-Outer Circle Discussions</li> <li>▪ Problem Solving Groups</li> <li>▪ Outline for discussion in small groups</li> <li>▪ Each member spend time as leader of group discussion</li> <li>▪ Participate in peer evaluation</li> </ul>                                                                                                                                                                            |
|                                                                       | <p>Evaluation:</p> <p>Evaluate student topics</p> <p>Evaluate student outlines</p> <p>Evaluate student participation in discussion</p> <p>Evaluate student leadership and/or assigned role in the group</p>                                                                                                                                                                                                                                                                                                                                                                    |

**California Language Arts Standards 9 - 10** Listening and Speaking Strategies 1.1  
Formulate judgments about the ideas under discussions and support those judgments with convincing evidence.

**11-12 1.0 Listening and Speaking Strategies**

1.4 Use rhetorical questions, parallel structure, concrete images, figurative language, characterization, irony, and dialogue to achieve clarity, force, and aesthetic effect.

1.6 Use logical, ethical, and emotional appeals that enhance a specific tone and purpose

1.7 Use appropriate rehearsal strategies to pay attention to performance details, achieve command of the test, and create skillful artistic staging.

1.8 Use effective and interesting language, including:

- a. Informal expressions for effect
- b. Standard American English for clarity
- c. Technical language for specificity *Analysis and Evaluation of Oral and Media Communications*

1.11 Critique a speaker's diction and syntax in relation to the purpose of an oral communication and the impact the words may have on the audience.

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**UNIT # 7: Interviewing Skills**

**GOAL:** To teach students effective interviewing skills

| OBJECTIVES        | SUGGESTED ACTIVITIES |
|-------------------|----------------------|
| The student will: |                      |

|                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|-------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Demonstrate an understanding of different types of interviews. | <p>Guided instruction:</p> <ul style="list-style-type: none"> <li>Purposes of interviews</li> <li>Preparation for interviews <ul style="list-style-type: none"> <li>Physical appearance</li> <li>First impressions</li> <li>Collecting background information</li> <li>Structuring the interview</li> </ul> </li> <li>Questioning techniques <ul style="list-style-type: none"> <li>○ Informative</li> <li>○ Probing</li> <li>○ Loaded questions</li> </ul> </li> <li>▪ Etiquette</li> <li>Introductions</li> <li>Communication during the interview</li> <li>After the interview</li> </ul>                                                                                                  |
| 2. Learn to write questions for interviews.                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| 3. Learn the appropriate response in an interview situation.      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|                                                                   | <p>Student activities:</p> <ul style="list-style-type: none"> <li>▪ Group discussion of personal experience</li> <li>▪ Brainstorming for questions for different interviews</li> <li>▪ Role-play with a partner (Barbara Walters, Letterman, etc).</li> <li>▪ Write a practice thank you note</li> <li>▪ Interview an adult outside of school and present results</li> <li>▪ Listen to a group discussion, either live or a taped program. Choose a method of evaluation and evaluate the discussion. Evaluations will be shared as a group.</li> <li>▪ Role play a discussion between members of a community service organization as to how to spend money earned in fundraisers.</li> </ul> |
|                                                                   | <p>Evaluation:</p> <ul style="list-style-type: none"> <li>▪ Evaluate student questions</li> <li>▪ Evaluate student responses</li> <li>▪ Evaluation by peer and teacher of videotape of student peer interviews</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |

**California Language Arts Standards 9 - 10: 2.0 Speaking Applications**

**2.3 Apply appropriate interviewing techniques:**

- a. Prepare and ask relevant questions.
- b. Make notes of responses.
- c. Use language that conveys maturity, sensitivity, and respect.
- d. Respond correctly and effectively to questions.
- e. Demonstrate knowledge of the subject or organization.
- f. Compile and report responses.
- g. Evaluate the effectiveness of the interview.

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Department: English  
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**UNIT #8: Impromptu Speech**

**GOAL:** A) To teach students to organize and present ideas with a minimum amount of direct preparation.  
B) To help students gain experience in ad-libbing ideas and language as they speak

| OBJECTIVES                                                           | SUGGESTED ACTIVITIES                                                                                                                                                                                                                                                         |
|----------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| The student will:                                                    |                                                                                                                                                                                                                                                                              |
| 1. Define impromptu speaking.                                        | Guided instruction: <ul style="list-style-type: none"><li>▪ Time limitations, use of notes, direct vs. indirect preparation.</li></ul>                                                                                                                                       |
| 2. Identify situations in which spontaneous speaking is appropriate. | <ul style="list-style-type: none"><li>▪ Group and whole class brainstorming for situations appropriate to impromptu speaking</li><li>▪ Job interviews</li><li>▪ In class</li><li>▪ News reports</li><li>▪ Club, business meetings</li><li>▪ Spontaneous commentary</li></ul> |

|                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
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| <p>3. Discuss and utilize different organizational methods for impromptu speaking.</p> | <p>Introduction techniques<br/> Body organization methods<br/> Conclusion<br/> Common characteristics of good<br/>     Impromptu speakers<br/>     Sense of organization<br/>     Abundance of background<br/>     Ability to gain attention<br/>     Fluency<br/>     Awareness of audience<br/> Types of impromptu topics<br/>     General quotations<br/>     One-word abstracts<br/>     General analytical<br/>     General literacy<br/> Impromptu speech delivery</p>                 |
| <p>4. Will prepare and deliver impromptu speeches for evaluation.</p>                  | <p>Student activities:</p> <p>Students prepare topics</p> <p>Small groups analyze and organize a speech</p> <ul style="list-style-type: none"> <li>▪ Students prepare and deliver an Impromptu speech in small groups</li> <li>▪ Students prepare and deliver an Impromptu speech to the entire class</li> <li>▪ Put slips of paper with impromptu topics into a hat. Have each person pick one topic and give a two-minute impromptu speech. Allow for five minutes of prep time</li> </ul> |
|                                                                                        | <p>Evaluation:</p> <ul style="list-style-type: none"> <li>▪ Instructor evaluation of student topics</li> <li>▪ Instructor evaluation of student presentation of impromptu speech</li> </ul>                                                                                                                                                                                                                                                                                                  |

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| <p><b>California English-Language Arts Standards 9-10: 1.0 Listening and Speaking Strategies</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <p>Students formulate adroit judgments about oral communication. They deliver focused and coherent presentations of their own that convey clear and distinct perspectives and solid reasoning. They use gestures, tone, and vocabulary tailored to the audience and purpose. 1.9 Analyze the occasion and the interests of the audience and choose effective verbal and nonverbal techniques (e.g., voice, gestures, eye contact) for presentations. <b>11-12 2.0 SPEAKING APPLICATIONS (GENRES AND THEIR CHARACTERISTICS):</b> Students deliver polished formal and extemporaneous presentations that combine traditional rhetorical strategies of narration, exposition, persuasion and description. Student speaking demonstrates a command of standard American English and the organization and delivery strategies outlined in Listening and Speaking Standard 1.0.</p> |

**EL DORADO UNION HIGH SCHOOL DISTRICT**  
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Department: English  
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**UNIT #9: Persuasive Speech**

- GOAL:**
- A) To teach students an understanding of the persuasive techniques used in the everyday world.
  - B) To help students develop and practice techniques used to change attitudes or call to action.
  - C) To teach students critical thinking skills as they learn to analyze persuasive appeals.

| OBJECTIVES                                                        | SUGGESTED ACTIVITIES                                                                                                                                                                                                                                                                                                                                                                                                                  |
|-------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| The student will:                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| 1. Develop a written speech using organizational tonal structure. | Guided instruction: <ul style="list-style-type: none"><li>▪ Characteristics of an effective persuasive speech</li><li>▪ Audience analysis</li><li>▪ Gathering Information<ul style="list-style-type: none"><li>○ Paraphrasing</li><li>○ Quoting/documentation</li><li>○ Tests of evidence</li><li>○ Sources</li><li>○ Facts/statistics</li><li>○ Testimony</li><li>○ Tests of reasoning</li><li>○ Generalizations</li></ul></li></ul> |
| 2. Identify and prepare the parts of the persuasive speech.       |                                                                                                                                                                                                                                                                                                                                                                                                                                       |

|                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
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| 3. Recognize and use logos, pathos and ethos in speech.                                                     | <ul style="list-style-type: none"> <li>○ Analogies</li> <li>○ Casual</li> <li>▪ Delivery skills/techniques</li> <li>Arguments</li> <li>Propaganda</li> <li>Persuasive appeals: Ethos, Logos, Pathos</li> <li>Morality</li> <li>Use of literary allusion, quotations, metaphor, simile</li> </ul>                                                                                                                                                                                                                               |
| 4. Substantiate an argument with a variety of support/reasons.                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| 5. Analyze self, audience and situations.                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| 6. Differentiate between the use of research in oral and written communication.                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| 7. Analyze the ethical obligation persuasion imposes.                                                       | <p>Student activities:</p> <p>Identify persuasion</p> <p>Ethos, logos, pathos reinforcement exercise</p> <ul style="list-style-type: none"> <li>▪ Audience analysis</li> <li>▪ Analyze famous speech from history for persuasive techniques</li> <li>▪ Topic selection</li> <li>▪ Research</li> <li>▪ Speech preparation</li> <li>▪ Presentation of persuasive speech for teacher and peer evaluation</li> <li>▪ Keep a journal of persuasive speaking encountered on a daily basis for one week-review as a class.</li> </ul> |
| 8. Analyze speaker credibility.                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| 9. Develop and present a persuasive speech employing appropriate research skills with a variety of sources. |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|                                                                                                             | <p>Evaluation:</p> <ul style="list-style-type: none"> <li>▪ Teacher evaluation of speech presentation</li> <li>▪ Student self-evaluation of video tape of persuasive speech</li> <li>▪ Self Evaluation of Checklist-Guidelines for Persuasive Speech</li> </ul>                                                                                                                                                                                                                                                                |

**California English-Language Arts Standards 9-10 1.0 Writing Strategies** Students write coherent and focused essays that convey a well-defined perspective and tightly reasoned argument. The writing demonstrates students' awareness of the audience and purpose. Students progress through the stages of the writing process as needed. *Organization and Focus* 1.1 Establish a controlling impression or coherent thesis that conveys a clear and distinctive perspective on the subject and maintain a consistent tone and focus throughout the piece of writing. 1.2 Use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice. *Research and Technology* 1.3 Use clear research questions and suitable research methods (e.g., library, electronic media, personal interview) to elicit and present evidence from primary and secondary sources. 1.4 Develop the main ideas within the body of the composition through supporting evidence (e.g., scenarios, commonly held beliefs, hypotheses, definitions) 1.5 Synthesize information from multiple sources and identify complexities and discrepancies in the information and the different perspectives found in each medium (e.g., almanacs, microfiche, news sources, in-dept field studies, speeches, journals, technical documents).

1.6 Integrate quotations and citations into a written text while maintaining the flow of ideas.

1.7 Use appropriate conventions for documentation in the text, notes, and bibliographies by adhering to those in style manuals (e.g., *Modern Language Association Handbook*, *The Chicago Manual of Style*).

**GRADES 11/12 2.0. SPEAKING APPLICATIONS (GENRES AND THEIR CHARACTERISTICS):**

Students deliver polished formal and extemporaneous presentations that combine traditional rhetorical strategies of narration, exposition, persuasion and description. Student speaking demonstrates a command of standard American English and the organization and delivery strategies outlined in Listening and Speaking Standard 1.0.

**EL DORADO UNION HIGH SCHOOL DISTRICT  
Educational Services**

Department: English

Course Title: Speech

**UNIT #10: Oral Interpretation**

- GOAL:**
- A) To teach students to communicate effectively through oral reading of prose, poetry and drama.
  - B) To develop student's ability to read, comprehend, and analyze literature.

| OBJECTIVES                                                                                                                                          | SUGGESTED ACTIVITIES                                                                                                                                                                                                                                |
|-----------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| The student will:                                                                                                                                   |                                                                                                                                                                                                                                                     |
| 1. Learn to analyze major literary components (character, setting, mood, plot, point of view, theme) and to utilize that analysis in presentations. | Guided Instruction: <ul style="list-style-type: none"> <li>▪ Definition of interpretation</li> <li>▪ Comparison to other forms of public speaking</li> <li>▪ Standards for selection of material</li> <li>▪ Considerations for selection</li> </ul> |

|                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
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| 2. Learn how to distinguish oral interpretation from other types of public speaking and from drama.                      | Speaker's taste<br>Audience<br>Occasion<br>Preparation of selection                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| 3. Learn how to select and evaluate materials for oral interpretation.                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| 4. Develop proper reading techniques.                                                                                    | Student activities:<br><ul style="list-style-type: none"> <li>▪ Vocal exercises</li> <li>▪ Tongue twisters to improve diction</li> <li>▪ Small group work in oral reading prose, poetry, or drama</li> </ul> Choral speaking performance<br>Reader's Theater performance<br>Non-verbal exercises<br>Body movements<br>Facial expressions<br>Role-playing<br>Character analysis in small groups<br>Watch videotapes of selected performances<br>Select selections from core or extended reading to present in class<br>Practice with a partner reading an excerpt from a short story. Take turns reading and evaluate delivery on the basis of emphasis, rate, and voice quality<br>Choose a children's story |
| 5. Increase awareness of the impact of the voice in expressing thought, emotion, and aesthetics of a work of literature. |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| 6. Learn to reveal mood and emotion by appropriate bodily action.                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| 7. Gain poise and self-confidence.                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|                                                                                                                          | Evaluation:<br>Non-verbal exercises may be upgraded<br>Verbal exercises may be graded on<br>Choice of selection<br>Communication of meaning<br>Communication of moods<br>Character suggestion<br>Vocal Variety<br>Vocal Projection<br>Diction<br>Dramatic Impact                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| 8. Develop awareness that good literature is a chronicle of our diverse lives and times.                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |

**California English-Language Arts Standards 9-12 1.0 Listening and Speaking Strategies**

Students formulate adroit judgments about oral communication. They deliver focused and coherent presentations of their own that convey clear and distinct perspectives and solid reasoning. They use gestures, tone, and vocabulary tailored to the audience and purpose. 1.9 Analyze the occasion and the interests of the audience and choose effective verbal and nonverbal techniques (e.g., voice, gestures, eye contact) for presentations. **GRADES 11/12 1.0 LISTENING AND SPEAKING STRATEGIES: 2.0. SPEAKING APPLICATIONS (GENRES AND THEIR CHARACTERISTICS):** Students deliver polished formal and extemporaneous presentations that combine traditional rhetorical strategies of narration, exposition, persuasion and description. Student speaking demonstrates a command of standard American English and the organization and delivery strategies outlined in Listening and Speaking Standard 1.0.2.5 Recite poems, selection from speeches, or dramatic soliloquies with attention to performance details to achieve clarity, force, and aesthetic effect and to demonstrate an understanding of the meaning (e.g., Hamlet's soliloquy "To Be or Not to Be").

**EL DORADO UNION HIGH SCHOOL DISTRICT  
Educational Services**

Department: English  
Course Title: Speech

**UNIT #11: Special Occasion Speech**

**GOAL:**     A) To distinguish between the different types of special occasion speeches  
              B) To prepare and present an effective special occasion speech

| OBJECTIVES                                                                           | SUGGESTED ACTIVITIES                                                                                                                                                                                                                                                                 |
|--------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| The student will:                                                                    |                                                                                                                                                                                                                                                                                      |
| 1. Demonstrate an understanding of the nine major types of special occasion speeches | Guided Instruction:<br>Guidelines for the delivery of nine special occasion speeches: the speech of introduction, speech of welcome, speech of inspiration, speech of farewell, speech of presentation, speech of acceptance, speech of tribute, after dinner speech, and the eulogy |

|                                                                                      |                                                                                                                                                                                                                                                       |
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| 2. Understand the components necessary to give a successful special occasion speech. | <p>Suggestions for how to develop and deliver an effective special occasion speech</p> <p>Personal stories</p> <p>Emphasize the position</p> <p>Organize</p> <p>Keep it brief</p>                                                                     |
|                                                                                      | <p>Student Activities:</p> <ul style="list-style-type: none"> <li>▪ Partner and small group sharing of anecdotes and ice breakers</li> <li>▪ Create outline for special occasion speech</li> <li>▪ Presentation of special occasion speech</li> </ul> |
|                                                                                      | <p>Evaluation:</p> <ul style="list-style-type: none"> <li>▪ Written critiques by teacher and Peers of special occasion speech</li> </ul>                                                                                                              |

**California English-Language Arts Standards 9-12 2.0. SPEAKING APPLICATIONS (GENRES AND THEIR CHARACTERISTICS):** Students deliver polished formal and extemporaneous presentations that combine traditional rhetorical strategies of narration, exposition, persuasion and description. Student speaking demonstrates a command of standard American English and the organization and delivery strategies outlined in Listening and Speaking Standard 1.0. *Organization and Delivery of Oral Communication* 1.4 Choose appropriate techniques for developing the introduction and conclusion (e.g., by using literary quotations, anecdotes, references to authoritative sources). 1.9 Analyze the occasion and the interests of the audience and choose effective verbal and nonverbal techniques (e.g., voice, gestures, eye contact) for presentations. 1.11 Assess how language and delivery affect the mood and tone of the oral communication and make an impact on the audience. 1.12 Evaluate the clarity, quality, effectiveness, and general coherence of a speaker's important Standard 1.0.

**EL DORADO UNION HIGH SCHOOL DISTRICT**  
**Educational Services**

Department: English  
Course Title: Speech

**UNIT #12: Debate**

- GOAL:**    A) To teach students proper techniques for formal debates  
              B) To demonstrate the importance of using logic and reason to support opinions

| OBJECTIVES                                                                                                                        | SUGGESTED ACTIVITIES                                                                                                                                                                                                                                                              |
|-----------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| The student will:                                                                                                                 |                                                                                                                                                                                                                                                                                   |
| 1. Understand the terminology associated with formal debates<br>2. Develop skills in using logic and reason to support assertions | Guided Instruction:<br>Terminology used in formal debate such as affirmative, negative, rebuttal, refutation, judging, adjudicating, concessions, matter, method, manner<br>How to evaluate both primary and secondary sources with special attention given to internet resources |

|                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                         |
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| <p>3. Learn to counter arguments through refutation and rebuttal</p> <p>4. Understand thesis and antithesis</p>                  | <p>Suggested Activities:</p> <p>Have students prepare to compete in a formal debate by completing the following:</p> <p>Research/note taking</p> <p>Index cards</p> <p>Flow Chart outlining the case</p>                                                                                                                                                                                                                |
| <p>5. Understand how to use the skills and abilities of each member of the team to effectively debate a controversial issue.</p> | <p>Prepare each team member for the assigned role in debate: 1st affirmative, 1st negative, 2nd affirmative, 2nd negative, negative rebuttal, affirmative rebuttal, negative close, affirmative close</p> <p>Practice debating as a team</p> <p>Evaluation</p> <p>Flow Charts, index cards and annotated notes collected and evaluated for completeness</p> <p>Debate scored and evaluated by Judges or adjudicator</p> |

## **California English-Language Arts Content Standards 11-12**

### **2.0 Reading Comprehension (Focus on Informational Materials)**

2.4 Make warranted and reasonable assertions about the author's arguments by using elements of the text to defend and clarify interpretations. 2.5 Analyze an author's impact and explicit philosophical assumptions and beliefs about a subject.

#### **1.0 Writing Strategies** *Research and Technology*

1.6 Develop presentations by using clear research questions and creative and critical research strategies (e.g., field studies, oral histories, interviews, experiments, electronic sources).

1.7 Use systematic strategies to organize and record information (e.g., anecdotal scripting, annotated bibliographies).

#### **1.0 Listening and Speaking Strategies** *Organization and Delivery of Oral Communication*

1.5 Distinguish between and use various forms of classical and contemporary logical arguments, including:

- a. Inductive and deductive reasoning
- b. Syllogisms and analogies

1.6 Use logical, ethical, and emotional appeals that enhance a specific tone and purpose.

#### *Analysis and Evaluation of Oral and Media Communications*

1.5 Distinguish between and use various forms of classical and contemporary logical arguments, including:

- a. Inductive and deductive reasoning
  - b. Syllogisms and analogies
- 1.6 Use logical, ethical, and emotional appeals that enhance a specific tone and purpose. 1.12 Identify logical fallacies used in oral addresses (e.g., attach *ad hominem*, false causality, red herring, overgeneralization, bandwagon effect).

2.3 Deliver oral responses to literature:

- c. Support important ideas and viewpoints through accurate and detailed references to the text or to other works.
- d. Include information on all relevant perspectives and consider the validity and reliability of sources.

**EL DORADO UNION HIGH SCHOOL DISTRICT**  
**Educational Services**

Department: English

Course Title: Speech

**UNIT #13: Theater**

- GOAL:**     A) To teach students the difference between formal and informal theater  
              B) To teach students techniques to perform in informal theater

| OBJECTIVES                                        | SUGGESTED ACTIVITIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|---------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| The student will:                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| 1. Understand the historical development of drama | A. Guided instruction:<br>History of Greek Theater, Roman Theater, Renaissance Theater, Restoration Theater, Nineteenth-Century Theater, and Contemporary Theater<br>Protagonist and Antagonist<br>Projection, Rate, and Movement                                                                                                                                                                                                                                                                                                                                                                                                         |
| 2. Understand the relationships among characters  | B. Student Activities:<br>Pantomiming-Identify the kinds of gestures, facial expressions, and movements that would be needed to pantomime situations selected randomly from a hat i.e. losing money in a vending machine, walking barefoot on a hot sidewalk, etc.<br>Improvising<br>Dramatic situation<br>Dialogue<br>Characterization<br>Work in small groups to present a scene from a play. Block movements and rehearse lines.<br>Storytelling<br>Observe and record mannerisms of people you know well or whom you see on a regular basis. List specific mannerisms you would need to adopt to capture the character of the person. |

|                                                                                                                                   |                                                                                                                                                                                                                              |
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| <p>3. Learn to develop a character voice</p> <p>4. Prepare and present informal presentations to both small and large groups.</p> | <p>Sound, Movement, Teamwork activity</p> <p>Line Happenings</p> <p>C. Evaluation:</p> <p>Teacher and peer evaluations of presentations</p> <p>Self evaluation and reflection</p> <p>Teacher observations and checklists</p> |
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| <p><b>California English-Language Arts Content Standards 9-10 3.0 Literary Response and Analysis</b></p> <p><i>Structural Features of Literature</i> 3.1 Articulate the relationship between the expressed purposes and the characteristics of different forms of dramatic literature (e.g., comedy, tragedy, drama, dramatic monologue) 3.10 Identify and describe the function of dialogue, scene designs, soliloquies, asides, and character foils in dramatic literature. <b>1.0 Listening and Speaking Strategies</b> <i>Organization and Delivery of Oral Communication</i> 1.7 Use props, visual aids, graphs, and electronic media to enhance the appeal and accuracy of presentations. for presentations. 1.11 Assess how language and delivery affect the mood and tone of the oral communication and make an impact on the audience. 1.14 Identify the aesthetic effects of a media presentation and evaluate the techniques used to create them (e.g., compare Shakespeare's <i>Henry V</i> with Kenneth Branagh's 1990 film version). <b>2.0 Speaking Applications (Genres and Their Characteristics)</b> Students deliver polished formal and extemporaneous presentations that combine the traditional rhetorical strategies of narration, exposition, persuasion, and description. 2.1. Deliver narrative presentations: d. Pace the presentation of actions to accommodate time or mood changes.</p> |
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**EL DORADO UNION HIGH SCHOOL DISTRICT**  
**Educational Services**

Department: English  
Course Title: Speech

UNIT #14: Parliamentary Procedure

GOAL: Understand the principles of Parliamentary Procedure

| OBJECTIVES                                                                                                          | SUGGESTED ACTIVITIES                                                                                                                                                                                                                                                                                                                                                           |
|---------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| The student will:                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                |
| 1. Understand the procedures for running meetings                                                                   | Guided instruction:<br>One item at a time<br>Open discussion<br>Equality of voting rights<br>The majority rules<br>Protection of minority rights                                                                                                                                                                                                                               |
| 2. Understand the key officers of a parliamentary organization and be able to describe the responsibilities of each | Duties of Officers<br>Chairperson, vice chair-person, secretary                                                                                                                                                                                                                                                                                                                |
| 3. Understand the five classifications of motions                                                                   | Main<br>Subsidiary<br>Privileged<br>Incidental<br>Renewal                                                                                                                                                                                                                                                                                                                      |
|                                                                                                                     | Student Activities:<br><br>Attend a meeting of formal group to observe and record the principles of parliamentary procedure. Discuss observations as a class<br><br>Run a mock meeting for an organization<br><br>Practice making and amending motions<br><br>Watch local television programs that carry proceedings of local legislative bodies. Report observations to class |
|                                                                                                                     | Evaluation<br><br>Quiz on understanding motions<br>Quiz on running a meeting according to parliamentary procedure<br>Teacher and peer evaluation of mock meetings                                                                                                                                                                                                              |

**California English-Language Arts Content Standards 9-10 1.0 Listening and Speaking Strategies**

Students formulate adroit judgments about oral communication. They deliver focused and coherent presentations of their own that convey clear and distinct perspectives and solid reasoning. They use gestures, tone, and vocabulary tailored to the audience and purpose. **2.0 Speaking Applications**

**(Genres and Their Characteristics)** Students deliver polished formal and extemporaneous presentations that combine the traditional rhetorical strategies of narration, exposition, persuasion, and description. Student speaking demonstrates a command of standard American English and the Organizational and delivery strategies outlined in Listening and Speaking Standard 1.0.