This curriculum guide provides an overview of what your child will learn by the end of Speech. While this is an overview, your child’s actual experience may differ from this guide depending on your child’s individual needs. This guide focuses on the key skills your child will learn, which will build a strong foundation for success in other subjects and in future learning opportunities. If your child is meeting the expectations outlined in this curriculum guide, he or she will be well prepared for giving speeches and presentations in other classes.

You should use this guide as a resource to gain an understanding of the key skills that will be introduced and/or mastered by your child this year. This will help promote a better understanding, as well as allow for a strong relationship to be developed with your child’s teacher. Regular ongoing dialogue about teaching and learning, beyond parent-teacher conferences, is expected and desired.

At home, you play an important role in setting and reinforcing high expectations for your child, while providing support for your child in meeting them. If your child needs additional help or wants to learn more about a topic, work with his or her teacher to identify opportunities for support or to find additional resources to supplement the learning. High expectations do not just surround the content being learned. Your conveyed expectations should also surround the development and use of the following soft skills: effective time-management, persistence and perseverance, self-confidence, growth mindset, productive use of constructive criticism, thinking critically, exhibiting independence, and being motivated.
In this semester-long elective course, students will study effective public speaking in a multitude of formats and analyze speeches of historical and cultural relevance. Major units include informative speaking, persuasive speaking, research-based speaking, discussion and debate, and special occasion speeches. Students will give a variety of speeches and presentations throughout the course. Students will always have a choice of their speech topics, and some projects will require students to work in groups. Finally, students will be asked to reflect upon their own speaking abilities.

A sample of skills to be gained:

- Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on a variety of topics and issues, building on others' ideas and expressing their own clearly and persuasively.
- Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
- Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
- Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
- Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
- Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

List of primary sources for learning:

- *Speech: Communication Matters* 2nd edition textbook
- Clips of speeches will be shown throughout the class to highlight and reinforce concepts
Help your child learn at home

As you invest in your child in many different ways each day, take the following things into consideration as you invest in his or her learning. These strategies will have a direct impact on the learning of your child at home.

- Create a suitable place for learning at home to be completed.
- Create a daily routine and stick to it as much as possible.
- Work with your child on their homework on a regular basis. Have them start the homework on their own and then provide assistance when asked. When they ask for help, try utilizing the following prompts to help them think through their learning.
  - What do you remember from the learning activities in school?
  - Is there a place that you can reference that will help you?
  - What do you think would help?
  - Explain to me what you are struggling with.
  - What do you think you should do next?

It is important to help your child work through the answer, not just provide them with the answer. This process is extremely important in helping your child develop strategies that can be used whether he or she is with you or not.

Additionally, here are some activities you can do with your child to support learning at home:

Speech

- Ask your student about our current unit of study
- Ask your student what his/her upcoming speech assignment is
- Encourage your student to practice and rehearse speeches in front of family members at home
- Offer to record your student’s speech, and watch the recording with him/her in order to better prepare for the graded presentation
- Discuss current political speeches and debates (guiding questions can include: What was the message? How was the message presented? Did the speaker use any facts or statistics in the message? Did the speaker utilize persuasive appeals or rhetorical devices?)
- Discuss award show acceptance speeches (Guiding questions can include: Who did the recipient thank? How did the recipient demonstrate the award’s importance? Did the recipient seem genuine in his/her appreciation?)