

Curriculum Strand One: Listening and Speaking Strategies: The students will formulate adroit judgments about oral communication. They deliver focused and coherent presentations that convey clear and distinct perspectives and demonstrate solid reasoning. They use gestures, tone, and vocabulary tailored to the audience and purpose.

Content Standard	Task Analysis/Prerequisite	Benchmarks/Assessment
<p>The students will</p> <p><i>Comprehension</i></p> <p>1.1 recognize strategies used by the media to inform, persuade, entertain, and transmit culture (e.g., advertisements; perpetuation of stereotypes; use of visual representations, special effects, language). (Emphasized in both.)</p> <p>1.2 analyze the impact of the media on the democratic process (e.g., exerting influence on elections, creating images of leaders, shaping attitudes) at the local, state, and national levels. (Emphasized in both.)</p>	<p>Can the students</p> <p>1.1</p> <p>1. recognize various vehicles of speech used by our culture?</p> <p>1.2</p> <p>1. recognize media biases in influencing a potential audience?</p>	<p>The students will</p> <p>1.1</p> <ul style="list-style-type: none"> • successfully complete “Practice and Apply” exercise in <i>HLLA 11th</i>, p. 1104. • read “Analysis and Using Media,” <i>HLLA 12th</i>, pp. 1112-1114, and complete the “Practice and Apply” exercise on p. 1114. • refer to the benchmark for 2.4, p. 9. <p>1.2</p> <ul style="list-style-type: none"> • address analysis questions on media literacy concepts in <i>HLLA 11th</i>, pp. 1102-1103. • use the “Analyzing: Study Media Messages on a Topic,” in <i>HLLA 12th Universal Access: Writing, Listening, and Speaking</i>, pp. 78-79, to analyze political interviews, commentaries, websites, etc., and examine the impact on voter opinion. • refer to the benchmark for 2.4, p. 9.

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<p>The students will</p> <p>1.3 interpret and evaluate the various ways in which events are presented and information is communicated by visual image makers (e.g., graphic artists, documentary filmmakers, illustrators, news photographers). (Emphasized in both.)</p> <p><i>Organization and Delivery of Oral Communication</i></p> <p>1.4 use rhetorical questions, parallel structure, concrete images, figurative language, characterization, irony, and dialogue to achieve clarity, force, and aesthetic effect. (Emphasized in both.)</p>	<p>Can the students</p> <p>1.3</p> <p>1. recognize the effect that visual images have on an audience?</p> <p>1.4</p> <p>1. identify correctly rhetorical questions, parallel structure, etc.?</p>	<p>The students will</p> <p>1.3</p> <ul style="list-style-type: none"> • observe photocopies, <i>HLLA</i> 11th, p. 561, and complete the activity “Viewing the Art,” <i>HLLA</i> 11th, p. 561. • observe the visual composition, <i>HLLA</i> 11th, p. 692, and complete the activity “Viewing the Art,” <i>HLLA</i> 11th, p. 692. • interpret and evaluate the various ways in which events are presented and information is communicated by the visual image, <i>HLLA</i> 12th, pp. 800-818. <p>1.4</p> <ul style="list-style-type: none"> • read “Sinners in the Hands of an Angry God,” <i>HLLA</i> 11th Interactive Reading, pp. 22-28, and complete the fluency activity, p. 26. • adapt a reflective essay for an oral presentation focusing on structure and images to achieve aesthetic effects, <i>HLLA</i> 12th, pp. 664-665. • refer to the benchmark for 2.1, p. 6.

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<p>The students will</p> <p>1.5 distinguish between and use various forms of classical and contemporary logical arguments including:</p> <ol style="list-style-type: none"> a) Inductive and deductive reasoning. b) Syllogisms and analogies. <p>(Emphasized in both.)</p> <p>*1.6 use logical, ethical, and emotional appeals that enhance a specific tone and purpose.</p> <p>(Power Standard in 11th and 12th.)</p> <p>1.7 use appropriate rehearsal strategies to pay attention to performance details, achieve command of the text, and create skillful artistic staging.</p> <p>(Emphasized in both.)</p>	<p>Can the students</p> <p>1.5</p> <ol style="list-style-type: none"> 1. identify various forms of classical and contemporary logical arguments? <p>1.6</p> <ol style="list-style-type: none"> 1. recognize different kinds of appeals and their effects? 2. recognize the words in a selection that establish the tone? 3. identify various purposes for giving a speech? <p>1.7</p> <ol style="list-style-type: none"> 1. identify appropriate attention behaviors? 2. recognize forceful delivery techniques? 3. identify various staging techniques? 	<p>The students will</p> <p>1.5</p> <ul style="list-style-type: none"> • participate in a debate on a given controversial issue focusing on forms of argumentation and persuasion, <i>HLLA</i> 11th, pp. 208-209. See p. 224 for example topic. • participate in a debate on a given controversial issue focusing on forms of argumentation and persuasion, <i>HLLA</i> 12th, pp. 1120-1123. <p>1.6</p> <ul style="list-style-type: none"> • refer to the benchmark for 1.5, p. 3, for both 11th and 12th. <p>1.7</p> <ul style="list-style-type: none"> • read <i>HLLA</i> 11th, p. 369 and utilize these strategies to complete the exercise “Performing a Poem,” <i>HLLA</i> 11th, p. 169. • read <i>HLLA</i> 12th, pp. 398-399, and prepare a recitation of a poem, speech, or dramatic soliloquy. • refer to the benchmark for 2.5, p. 9.

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Content Standard	Task Analysis/Prerequisite Knowledge	Benchmarks/Assessment
<p>The students will</p> <p>*1.8 use effective and interesting language, including:</p> <ol style="list-style-type: none"> Informal expressions for effect. Standard American English for clarity. Technical language for specificity. <p>(Power Standard in 11th and 12th.)</p> <p>1.9 use research and analysis to justify strategies for gesture, movement, and vocalization, including dialect, pronunciation, and enunciation.</p> <p>(Emphasized in both.)</p> <p>1.10 evaluate when to use different kinds of effects (e.g., visual, music, sound, graphics) to create effective productions.</p> <p>(Emphasized in both.)</p> <p><i>Analysis and Evaluation of Oral and Media Communications</i></p> <p>*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.</p> <p>(Power Standard in 11th and 12th.)</p>	<p>Can the students</p> <p>1.8</p> <ol style="list-style-type: none"> identify various levels of language and their appropriate use? <p>1.9</p> <ol style="list-style-type: none"> demonstrate command of various gestures, body movements, etc.? <p>1.10</p> <ol style="list-style-type: none"> select from a variety of potential effects to enhance presentations? <p>1.11</p> <ol style="list-style-type: none"> recognize how diction and syntax affect oral communication? 	<p>The students will</p> <p>1.8</p> <ul style="list-style-type: none"> complete “Practice and Apply,” <i>HLLA</i> 11th, p. 369. read <i>HLLA</i> 12th, pp. 508-509, and use the instructions to adopt a literary essay for an oral presentation. <p>• refer to the benchmark for 1.7, p. 3.</p> <p>1.10</p> <ul style="list-style-type: none"> complete “Practice and Apply,” <i>HLLA</i> 11th, pp. 1104-1105. <p>1.11</p> <ul style="list-style-type: none"> after reading a speech (e.g., “Sinners in the Hands of an Angry God”), identify and explain words and syntax that support the writer’s purpose.

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Performance Objective	Task Analysis	Benchmarks/Assessment
<p>The students will</p> <p>1.12 identify logical fallacies used in oral addresses (e.g., attack <i>ad hominem</i>, false causality, red herring, overgeneralization, bandwagon effect). (Emphasized in both.)</p> <p>1.13 analyze the four basic types of persuasive speech (i.e., propositions of fact, value, problem, or policy) and understand the similarities and differences in their patterns of organization and the use of persuasive language, reasoning, and proof. (Emphasized in both.)</p> <p>*1.14 analyze the techniques used in media messages for a particular audience and evaluate their effectiveness (e.g., Orson Welles’ radio broadcast “War of the Worlds”). (Power Standard in 11th and 12th.)</p>	<p>Can the students</p> <p>1.12</p> <p>1. identify various propaganda techniques?</p> <p>1.13</p> <p>1. distinguish between the four types of persuasive speech (see Appendix for definition of fact, value, and policy) based on the similarities and differences in their organization, etc.?</p> <p>1.14</p> <p>1. identify various techniques and their effectiveness relative to audience?</p>	<p>The students will</p> <p>1.12</p> <ul style="list-style-type: none"> complete “Practice and Apply,” HLLA 11th, pp. 124-125. complete “Practice and Apply,” HLLA 12th, pp. 1120-1123. <p>1.13</p> <ul style="list-style-type: none"> refer to the benchmark for 1.12, p. 5. construct a graphic, charting the similarities and differences in the patterns of organization and use of persuasive language given the four different types of persuasive speeches. (See the ELA 2000 Appendix for a graphic organizer.) <p>1.14</p> <ul style="list-style-type: none"> list and critique, in writing, the techniques used in a number of popular television commercials. (See the ELA 2000 Appendix for a graphic organizer.)

Curriculum Standard Two: Speaking Applications (Genres and Their Characteristics): The students will 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 organizational and delivery strategies outlined in Listening and Speaking Standard 1.0.

Content Standard	Task Analysis/Prerequisite	Benchmarks/Assessment
<p>The students will</p> <p>*2.1 deliver reflective presentations:</p> <p>a) Explore the significance of personal experiences, events, conditions, or concerns, using appropriate rhetorical strategies (e.g., narration, description, exposition, persuasion).</p> <p>b) Draw comparisons between the specific incident and broader themes that illustrate the speaker's beliefs or generalizations about life.</p> <p>c) Maintain a balance between describing the incident and relating it to more general, abstract ideas.</p> <p>(Power Standard—12th only.)</p>	<p>Can the students</p> <p>2.1</p> <ol style="list-style-type: none"> 1. identify the various rhetorical strategies? 2. identify a variety of reflective organizational patterns in model essays? <ul style="list-style-type: none"> • occasion, personal reflection, universal reflection • universal principle, occasion, personal reflection • occasion, reflection, occasion, reflection, etc. • occasion, analogous occasion, reflection 	<p>The students will</p> <p>2.1</p> <ul style="list-style-type: none"> • complete “Practice and Apply,” HLLA 11th, pp. 368-369. • complete “Practice and Apply,” HLLA 12th, pp. 664-665.

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<p>The students will</p> <p>*2.2 deliver oral reports on historical investigations:</p> <ol style="list-style-type: none"> a) Use exposition, narration, description, persuasion, or some combination of those to support the thesis. b) Analyze several historical records of a single event, examining critical relationships between elements of the research topic. c) Explain the perceived reason or reasons for the similarities and differences by using information derived from primary and secondary sources to support or enhance the presentation. d) Include information on all relevant perspectives, and consider the validity and reliability of sources. <p>(Power Standard—11th only.)</p>	<p>Can the students</p> <p>2.2</p> <ol style="list-style-type: none"> 1. select an appropriate genre of speaking to support a main proposition? 2. compare and contrast various versions of a historical event? 3. recognize perspective and/or bias in the reporting of historical events? 4. explain the difference between primary and secondary sources? 5. determine what is or is not a relevant perspective and/or reliable source? 	<p>The students will</p> <p>2.2</p> <ul style="list-style-type: none"> • complete “Practice and Apply,” HLLA 11th, pp. 548-549. • complete “Practice and Apply,” HLLA 12th, pp. 224-225.

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<p>The students will</p> <p>2.3 deliver oral responses to literature:</p> <ul style="list-style-type: none"> c) Demonstrate a comprehensive understanding of the significant ideas of literary works (e.g., make assertions about the text that are reasonable and supportable). d) Analyze the imagery, language, universal themes, and unique aspects of the text through the use of rhetorical strategies (e.g., narration, description, persuasion, exposition, a combination of those strategies). c) Support important ideas and viewpoints through accurate and detailed references to the text or to other works. d) Demonstrate an awareness of the author's use of stylistic devices and an appreciation of the effects created. e) Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text. <p>(Emphasized in both.)</p>	<p>Can the students</p> <p>2.3</p> <ol style="list-style-type: none"> 1. identify and explain the various elements of literature? 2. identify important ideas and viewpoints and utilize them when referring to a text? 3. recognize stylistic devices (e.g., parallelism, allusion, understatement)? 4. identify ambiguities, nuances, and complexities within a text? 5. recognize the purpose and structure of interpretive and evaluative writing? 	<p>The students will</p> <p>2.3</p> <ul style="list-style-type: none"> • complete “Practice and Apply,” HLLA 11th, pp. 782-783. • complete “Practice and Apply,” HLLA 12th, pp. 508-509.

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<p>The students will</p> <p>2.4 deliver multimedia presentations:</p> <ol style="list-style-type: none"> a) Combine text, images, and sound by incorporating information from a wide range of media, including films, newspapers, magazines, CD-ROMs, online information, television, videos, and electronic media-generated images. b) Select an appropriate medium for each element of the presentation. c) Use the selected media skillfully, editing appropriately and monitoring for quality. d) Test the audience's response and revise the presentation accordingly. <p>(Emphasized in both.)</p> <p>2.5 recite poems, selections 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").</p> <p>(Emphasized in both.)</p>	<p>Can the students</p> <p>2.4</p> <ol style="list-style-type: none"> 1. create audio, visual, or tactile aids to engage the audience members and/or to clarify or illustrate points made in the presentation? <p>2.5</p> <ol style="list-style-type: none"> 1. understand the importance of correct pronunciation, pacing, and inflection to convey meaning to an audience? 	<p>The students will</p> <p>2.4</p> <ul style="list-style-type: none"> • review "Media Workshops: Analyzing and Using Media," <i>HLLA</i> 11th, pp. 1102-1109, and incorporate appropriate aspects of media into a presentation. • review "Media Workshops: Analyzing and Using Media," <i>HLLA</i> 12th, pp. 1112-1119, and incorporate appropriate aspects of media into a presentation. <p>2.5</p> <ul style="list-style-type: none"> • read and complete "Listening and Speaking Workshop: Reciting Literature," <i>HLLA</i> 11th, pp. 1110-1111. • read and complete "Listening and Speaking Workshop: Reciting Literature," <i>HLLA</i> 12th, pp. 398-399.

