

VENDOR: _____ INSTRUCTIONAL MATERIALS: _____

SUBJECT: _____ COPYRIGHT DATE(S): _____

SE ISBN: _____ TE ISBN: _____

COMMENTS: _____

**SPEECH I
SPECIFIC CRITERIA**

(Vendor/Publisher)
SPECIFIC LOCATION
OF CONTENT WITHIN
PRODUCT

I = In-depth
A = Adequate
M = Minimal
N = Nonexistent

(IMR Committee)
RESPONSES
I A M N

Speech I, taught by a certified speech instructor, enhances the English Language Arts curriculum. Oral communication is fundamental to all other learning and all students' benefit from speech instruction. A student who communicates well is more likely to succeed in social, economic, and academic environments. Listening, an essential element of oral communication is necessary for success in life and learning. Oral communication is a learned process that enhances educational, occupational, and personal endeavors, and students who actively participate in a variety of speaking activities will gain confidence and skills to overcome communication anxiety. Effective oral communication provides readiness for the workplace and/or post-secondary education. As the global community becomes more connected, incorporation of technology in communication becomes more vital. In order to ensure literacy and life-long learning, all students must understand and practice the communicative process.

A. COMMUNICATION PROCESS

	1. Provide a variety of models for the speech communication process including the following terms: source, encode, message, channel, decode, receiver, and feedback. SP.1	___	___	___	___
	2. Explain the importance of speech communication in everyday life. SP.2	___	___	___	___
	3. Provide a variety of examples of speech communication in both formal and informal situations. SP.3	___	___	___	___
	4. Describe the characteristics of an effective speech. SP.4	___	___	___	___
	5. Define and analyze non-verbal communication. SP.5, 6, 14	___	___	___	___
	6. Identify and demonstrate the physiology of speech:	___	___	___	___

I = In-depth
 A = Adequate
 M = Minimal
 N = Nonexistent

**SPEECH
 SPECIFIC CRITERIA**

(Vendor/Publisher)
 SPECIFIC LOCATION
 OF CONTENT WITHIN
 PRODUCT

I = In-depth
 A = Adequate
 M = Minimal
 N = Nonexistent

(IMR Committee)
 RESPONSES
 I A M N

_____	generators, resonators, and articulators of sound. SP.8				
_____	7. Define and give examples of the four characteristics of the vocalization process: rate, volume, pitch, and quality. SP.7	___	___	___	___

B. INTERPERSONAL COMMUNICATION

_____	1. Address the appropriate use of formal and informal language, including but not limited to:				
_____	a) Personal conversations. SP.10	___	___	___	___
_____	b) Formal discussions. SP.10	___	___	___	___
_____	c) Public speeches. SP.11	___	___	___	___
_____	d) Interviews. SP.11, 16-17	___	___	___	___
_____	e) Workplace communications. SP.11, 13	___	___	___	___
_____	f) Mediation of conflict. SP.15	___	___	___	___
_____	2. Address communication etiquette (e.g., asking questions, telephone etiquette, and introductions). SP.12, 13	___	___	___	___
_____	3. Identify and practice principles for various types of interviews. SP.16, 17	___	___	___	___
_____	4. Demonstrate an understanding of cultural diversity. SP.18, 19	___	___	___	___

C. LISTENING

_____	1. Distinguish between hearing and listening. SP.7, 20	___	___	___	___
_____	2. Correlate the importance of listening skills to success. SP.21	___	___	___	___
_____	3. Address effective listening skills:				
_____	a) Barriers to listening. SP.22, 23, 24	___	___	___	___
_____	b) Active listening skills. SP.22	___	___	___	___
_____	c) Critical listening skills (e.g., speaker's purpose, listener's predictions and inferences). SP.24, 25, 29	___	___	___	___
_____	d) Distinguishing fact from opinion. SP.28	___	___	___	___

I = In-depth
 A = Adequate
 M = Minimal
 N = Nonexistent

**SPEECH
 SPECIFIC CRITERIA**

(Vendor/Publisher)
 SPECIFIC LOCATION
 OF CONTENT WITHIN
 PRODUCT

I = In-depth
 A = Adequate
 M = Minimal
 N = Nonexistent

(IMR Committee)
 RESPONSES

I A M N

_____	e) Identifying propaganda. SP.26, 27	___	___	___	___
_____	f) Questioning for comprehension. SP.30	___	___	___	___
_____	4. Provide opportunities to practice and improve listening skills. SP.31	___	___	___	___

D. RESEARCH

_____	1. Provide opportunities to use various technology sources for research. SP.32	___	___	___	___
_____	2. Identify and evaluate various print sources to develop speeches. SP.33	___	___	___	___
_____	3. Demonstrate how to use note-taking skills to record information. SP.34	___	___	___	___
_____	4. Demonstrate how to use primary and secondary sources of information. SP.33	___	___	___	___
_____	5. Explain the process of evaluating the credibility of sources. SP.35, 36	___	___	___	___
_____	6. Demonstrate legal and ethical behaviors regarding the use of technology and information. SP.70	___	___	___	___

E. WRITING

_____	1. Illustrate the development of a thesis statement. SP.39	___	___	___	___
_____	2. Provide organizational models of systematic note taking and outlining. SP.37, 42	___	___	___	___
_____	3. Illustrate organizational patterns appropriate to the purpose of the presentation (e.g., chronological, problem-solution, spatial, logical). SP.38	___	___	___	___
_____	4. Recognize and use effective strategies to develop introductions and conclusions (e.g., quotations, startling statements, rhetorical questions, anecdotes, interesting facts). SP.40	___	___	___	___
_____	5. Emphasize the use of standard American English usage in written work. SP.43, 56	___	___	___	___
_____	6. Emphasize the use of effective variety of transitional devices. SP.41	___	___	___	___

I = In-depth
 A = Adequate
 M = Minimal
 N = Nonexistent

**SPEECH
 SPECIFIC CRITERIA**

(Vendor/Publisher)
 SPECIFIC LOCATION
 OF CONTENT WITHIN
 PRODUCT

I = In-depth
 A = Adequate
 M = Minimal
 N = Nonexistent

(IMR Committee)
 RESPONSES

I A M N

_____	7. Emphasize differences between written and spoken language (e.g., spoken language is concrete, repetitious, and simply structured). SP.44	___	___	___	___
-------	---	-----	-----	-----	-----

F. PUBLIC SPEAKING

_____	1. Provide examples of a variety of informal speaking experiences (e.g., giving and receiving directions, making business calls, introducing people). SP.45	___	___	___	___
-------	---	-----	-----	-----	-----

_____	2. Provide examples of a variety of formal speaking experiences:				
-------	--	--	--	--	--

_____	a) Inform. SP.47	___	___	___	___
-------	------------------	-----	-----	-----	-----

_____	b) Persuade. SP.47	___	___	___	___
-------	--------------------	-----	-----	-----	-----

_____	c) Entertain. SP.47	___	___	___	___
-------	---------------------	-----	-----	-----	-----

_____	3. Discuss and identify the steps for preparing a formal speech:				
-------	--	--	--	--	--

_____	a) Selecting a topic. SP.46	___	___	___	___
-------	-----------------------------	-----	-----	-----	-----

_____	b) Purpose. SP.47, 50	___	___	___	___
-------	-----------------------	-----	-----	-----	-----

_____	c) Audience. SP.48, 50	___	___	___	___
-------	------------------------	-----	-----	-----	-----

_____	d) Occasion. SP.47, 50	___	___	___	___
-------	------------------------	-----	-----	-----	-----

_____	e) Personal Interest. SP.50	___	___	___	___
-------	-----------------------------	-----	-----	-----	-----

_____	4. Demonstrate the use of good diction, vocal control, articulation, and pronunciation. SP.49	___	___	___	___
-------	---	-----	-----	-----	-----

_____	5. Provide a variety of speaking prompts that can be used to develop oral presentations that have a beginning, middle, and an end. SP.51	___	___	___	___
-------	--	-----	-----	-----	-----

_____	6. Provide examples of oral presentations with a clearly worded and well-placed thesis statement that addresses a selected topic. SP.52	___	___	___	___
-------	---	-----	-----	-----	-----

_____	7. Model different transitional devices used in an oral presentation. SP.53, 57	___	___	___	___
-------	---	-----	-----	-----	-----

_____	8. Give examples of focused and coherent oral presentations that have a clear, logical progression of ideas (e.g., chronological order in a process speech).	___	___	___	___
-------	--	-----	-----	-----	-----

I = In-depth
 A = Adequate
 M = Minimal
 N = Nonexistent

**SPEECH
 SPECIFIC CRITERIA**

(Vendor/Publisher)
 SPECIFIC LOCATION
 OF CONTENT WITHIN
 PRODUCT

I = In-depth
 A = Adequate
 M = Minimal
 N = Nonexistent

(IMR Committee)
 RESPONSES

I A M N

SP.54, 56

9. Demonstrate a variety of methods in speech presentation:

a) Impromptu. SP.55

b) Extemporaneous. SP.55

c) Manuscript. SP.55

d) Memorization. SP.55

10. Provide materials for students to participate in a variety of speaking activities (e.g., class discussion, interviews, speeches, group work). SP.58

11. Demonstrate effective verbal and non-verbal speaking skills. SP.59

12. Provide options and procedures for the use of visual aids appropriately in an oral presentation. SP.60

13. Provide a variety of assessment techniques (e.g., peer evaluation, teacher evaluation, self evaluation).

___	___	___	___
___	___	___	___
___	___	___	___
___	___	___	___
___	___	___	___
___	___	___	___
___	___	___	___
___	___	___	___
___	___	___	___

G. GROUP DISCUSSION & TEAMWORK

1. Provide various activities for formal and informal group communication (e.g., panel, meetings, symposium, and forum). SP.61, 65

2. Explain the various roles and responsibilities of members of a group. SP.62, 64

3. Explain the characteristics of an effective team leader. SP.63

4. Provide group problem-solving activities. SP.66

___	___	___	___
___	___	___	___
___	___	___	___
___	___	___	___

H. TECHNOLOGY (SP.67 – 73)

1. Offer appropriate multimedia (e.g., software, audio, visual, Internet access) materials to practice and master Speech I objectives.

2. Provide a website with links to relevant lesson plans and student activities.

3. Integrate technology into the curriculum.

___	___	___	___
___	___	___	___
___	___	___	___