SAN LEANDRO UNIFIED SCHOOL DISTRICT
COURSE PROPOSAL: Course of Study
SECTION A. COVER PAGE

1. **Course Title: Oral Interpretation** **If Title Change, Previous Title:_____**	7. **Action** X New Course ▢ Course Revision ▢ Title Change Only
2. Date Submitted:	8. **Grade Level**(s) ▢ 6 X9 X11 ▢ 7 X10 X 12 ▢ 8
3. Transcript Title/Abbreviation(s)	**9. Prerequisites** (Please list.) ▢ Required ▢ Recommended
4. Transcript Course Code/Course Number :	**10. Seeking Program Distinction?** ▢ YES (Check one below.) ▢NO ▢Honors ▢ AP ▢Other
5. Subject Area **Elective**	11. **Is this a CTE course?** ▢ YES X NO **If YES, complete Section C**
6. **Department** English	12. **Previously approved by UC?** ▢ YES ▢ NO ▢ NA for 6th-8th Year approved Year removed
13. UC ELIGIBILITY **Already eligible?** ▢ NA for 6th-8th **XYES** ▢**NO** **a**▢ **b**▢ **c**▢ **d**▢ **e**▢ **f**▢ **g**X **Proposing eligibility?**▢ NA for 6th-8th **XYES** ▢**NO** **a**▢ **b**▢ **c**▢ **d**▢ **e**▢ **f**▢ **g**X	14. **Unit Value/Course Credit/Length of Course** ▢ 0.5 (semester or half-year X 1.0 (one year equivalent) ▢ 2.0 (two-year equivalent) ▢ Other
15. School Contact and Course Developer Name: Savannah Berry Phone: 707-583-5852 Email: sberry@slusd.us Position: English Teacher	

Department Chair 1/2018 **16. Approval Signatures:** **Approval Date:** Department Chair Principal:	**DISTRICT OFFICE USE ONLY** **Date approved by Board Curriculum Committee 5/2/2018** **Date approved by Board**

#17 Course Description

In this course, also known as Speech and Debate Class, students will learn the principles of speech delivery through oral presentations. Oral Interpretation is the art of reading, analyzing and interpreting drama, prose, and poetry using voice and body. Focusing on developing and applying habits of effective public speaking, students will cultivate their listening skills and develop critical thinking/analytical skills through the analysis of political speeches, television ads, and many other forms of real-world discourse. Students will be prepared to speak to a variety of audiences and occasions. They will learn how to debate both sides of a complex issue. A unique educational experience of the class will be the opportunity to attend debate tournaments and speech competitions sponsored by the Golden Gate Speech Association (GGSA). *Grades 9-12, no prerequisites.*

#18 Course Goals and/or Major Student Outcomes

1) Developing and applying habits of effective public speaking
2) Critically assessing the value of various perspectives and arguments
3) Recognizing and refuting illogical and fallacious arguments
4) Evaluating the merits of various types of evidence and sources
5) Access, evaluate, organize, and utilize information from a variety of sources in oral presentations

#19 Course Objectives (Standards)

1) Students will make oral presentations for a variety of purposes and audiences.
2) Students will demonstrate an ability to compose, construct, and critically assess arguments.
3) Students will recognize and refute illogical and fallacious arguments.
4) Students will thoroughly analyze the value of presented evidence.
5) Students will evaluate the merits of various types of evidence and sources.

6) Students will demonstrate appropriate delivery skills and adjust delivery to opponent and/or audience response.
7) Students will demonstrate high level listening skills, including the ability to analyze and evaluate the speaker's message and purpose.
8) Students will critically analyze and communicate universal issues through both fiction and non-fiction sources.

#20 Course Outline

Grading Period 1- Introduction to Oral Communication

The first unit of study reviews basic principles of speech which include: choosing a topic, defining a purpose, evaluating the audience, gathering information, organizing a speech, and presenting a message. In this unit, the class will build a community of trust by learning about active listening, non-verbal communication, and by sharing personal narratives. Essential question: "What are the elements of effective communication?"

Students will learn and apply terminology, such as communication, argument, rhetorical strategies, and active listening. After reviewing the long tradition of public speaking, students will explore similarities and differences between public speaking and everyday conversation, techniques students can use to combat stage fright, the basic elements of the speech communication process, and the role of public speaking in a multicultural world. Students will be exposed to classical teachers of rhetoric like Plato and Aristotle and investigate their methods of delivery and how they still apply to public speaking today. Students will experience and list the similarities and differences between public speaking and conversation and analyze the entire speech communication process from beginning to end. The varied purposes for public speaking and argumentation will be outlined and studied, and, specifically, students will write and be assessed on narrative speeches, persuasive speeches, and impromptu speeches throughout this unit.

Students will examine sample speeches in the form of transcripts, radio, and video from various sources (i.e. TedTalks and KQED Education Source). Through analysis of published speeches, they will understand how to critique the reasoning, rhetoric, and delivery of oral presentations. Students will utilize speaking outlines in preparation for their speeches. Emphasis will be put on the importance of grabbing the attention of the audience and signaling the end of a speech.

Standard met- CCSS.ELA-LITERACY.SL.11-12.3
Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

The delivery techniques including volume, pitch, movement, repetition, gestures and eye contact will be habitually reviewed and enforced when presenting. In conjunction with speech delivery techniques, the rhetoric of writing speeches will be studied and assessed via quizzes and oral presentations: implementing ethos, pathos, and logos and use of stylistic techniques (parallelism, rhetorical questions, tone, etc.) to make speeches more appealing. Students will also practice deciding on meaningful word choice and analyzing their speaking patterns and natural rhythms. Lastly, they will learn to use precise language to develop detailed imagery throughout their speeches. These skills and the language of critique will be utilized in giving feedback to classmates after each speech. Peer feedback will be integral with every in-class speech along with teacher feedback based on a rubric. Feedback will utilize proper vocabulary that is essential in being able to more effectively discuss the public speaking process.

Standard met- CCSS.ELA-LITERACY.SL.9-10.4
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.

Grading Period 2- Introduction to Debate

The second unit of study will build on the skills and knowledge of the first unit, while also introducing and focusing on elements of debate. In this unit, students will understand the nature and importance of debate in a democratic society. The basic principles of researching multiple sides of an issue, employing logic in argument, and understanding logical fallacies will be assessed during the debate unit. In this unit, debate propositions and topics will be discussed, and students will engage in analysis of different problems and participate in both Congressional and Parliamentary policy debates. The five subunits, healthcare, education, taxation, energy, and politics, will outline current debates in public policy. Providing online news aggregators and academic article search engines, students will become fluent in these five topics. Students will learn the affirmative cases and the negative cases. They will evaluate their supporting arguments, while also learning how to refute their opponents and work to prepare rebuttal arguments. This unit will also focus on delivery techniques during the debate process and standard protocol for debate competitions.

Standard met: CCSS.ELA-LITERACY.SL.9-10.3

Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

To enrich and deepen students' speaking skills, we will focus on mouth and face exercises in order to improve articulation and pronunciation throughout this unit. Students will work on voice exercises in order to hear the variance of pitch, volume, and rates when speaking in front of an audience. Lessons on posture and hand gestures will take place so that students can practice effective movement of their bodies that will enhance instead of distract from their messages. We will also analyze appearance by allowing students to see the differences that dress, grooming, and style have on an audience. Students will be allowed to purposefully dress up or down for these presentations.

Grading Period 3- Types of Speeches

To start semester 2, students will continue studying the various types of speeches, and especially understand the specific purposes of each type of speech. They will begin evaluating which types of speeches are suitable for their particular skill-set and interests, and then they will prepare for performances and competitions within and outside of the school. The various types of speeches reviewed and studied will be Impromptu, Original Oratory/Persuasive, Informative/Expository, Original Advocacy/Policy, and Extemporaneous/Current Event. In addition, Dramatic Interpretation and Humorous Interpretation will be introduced as speech categories, but they will not be thoroughly explored until Grading Period 4 when studying drama and performance.

Student objectives include identifying ethos, pathos, and logos in other's speeches, learning how to tailor arguments to different audiences, employing stylistic techniques to make speeches more appealing and engaging, and accounting for biases in both speeches and debates. Students will assess themselves and their peers on these skills, while also being assessed based on a rubric by the instructor. The focus from the first unit on Narrative, Persuasive, and Impromptu speeches will be shifted to more research-based speeches.

In Expository speeches, students will use visual aids to inform on one topic. Students will focus on being able to properly utilize visual aids to enhance public speaking instead of visual aids becoming a distraction to the public speaking process. Students will investigate methods to incorporate objects, models, photographs, drawings, graphs, charts, transparencies, video, multimedia presentations, and PowerPoint presentations. Students will learn techniques in regards to font size, simplicity, color, and delivery methods that enhance the speech as opposed to taking away from it by use of visual aids.

Standard met- CCSS.ELA-LITERACY.SL.11-12.2
Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

Students will be introduced to techniques for delivering informative speeches based on the audience which is one of the key components in how to deliver an informative speech. Determining what the audience does or does not know, relating the subject directly to the audience, being too technical or not technical enough, and personalizing your ideas are all areas of investigation throughout this unit. Students will deliver speeches aimed to inform their peers on subjects that are either given to them by the instructor or chosen by them individually. Peer evaluation and feedback is essential in this unit as the audience will be able to provide information to the speaker regarding all of the above qualifications.

Students will be shown effective visual aids and be expected to create them on their own. Once the visual aids have been created, students will be expected to deliver a speech while utilizing their visual aid. Techniques for addressing the visual aid will be stressed, such as speaking to the audience when referring to the visual aid, opening toward the audience, and crossing techniques for moving about the room. Students will make a choice about which visual aid is the correct choice for the type of speech and type of information being provided for the audience.

Standard met- CCSS.ELA-LITERACY.SL.11-12.4

Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

In Original Advocacy, students will identify a problem in society and propose a legislative solution. Students will learn different methods of persuasion, including credibility, evidence, reasoning, and emotional appeals to the audience. Students will look at Aristotle and Plato to acquaint themselves to the foundational principles of persuasion and rhetoric. Students will pay particular attention to building credibility, using evidence to establish a position, reasoning, and appealing to emotions. Students will be able to identify and create examples for every type of method of persuasion in regards to public speaking through analyzing historical speeches and modern speeches. Students will investigate speeches regarding facts, values, and policy in regards to persuasive techniques and processes used in today's society. Students will deliver persuasive speeches aimed to utilize techniques that have been learned in this unit of study.

Audience members will continue to provide feedback as to improvements that can be made in regards to not only content but delivery as well. The teacher's feedback via rubric will also be crucial in the editing and rewriting process.

In Extemporaneous, students will discuss and answer a question about a current event either national or international, while also making connections and citing evidence to fully develop the issue and solutions. Similar skills of persuasion and research will be applied here by students.

Standard met- CCSS.ELA-LITERACY.SL.11-12.1.A

Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

Grading Period 4- Oral Interpretation

In the final unit of study, students will build on the skills and knowledge of speaking from the previous units and also be introduced to performance of poetry and drama as a form or communication. The concept of Oral Interpretation will be discussed and studied in depth. It will be defined as the art of communicating literary works aloud and carefully and meaningfully interpreting them. Students will study a wide range of literature and poetry as options for interpretation, both classic and modern. Students will prepare to have full control of their verbal and non-verbal presentation skills. Tone, emotion, and volume will be emphasized as central to the meaning of literary works, drama, and poetry. They will understand the power of their voice, while also the importance of facial expressions and body movements when speaking and presenting; they will learn to adapt and they will be assessed on their volume, expressions, and movements based on context of the literary, dramatic, or poetic works.

Speaking events for competition include Dramatic Interpretation and Humorous Interpretation. Students will learn to select appropriate and dynamic pieces of writing for these events based on their identities and interests. Once again, peer feedback will be highly-valued and the teacher will evaluate based on students' selections as well as delivery skills.

Standard met- CCSS.ELA-LITERACY.SL.9-10.6
Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

#21 Instructional Materials:

Supplementary Materials:

- Various Ted Talks (including TED curator Chris Anderson's article and talk on tips for public speaking)
- NEWSELA (various current event articles)
- KQED Education Source (Various lesson plans on evaluating claims and sources)
- Justice Resource Center (Various topics and current event articles)
- Poetry Out Loud (Materials and lessons for performance poetry)

#22 Instructional Methods and/or Strategies (Key Assignments)

- Structured discussions (Socratic Seminars and Fishbowls)
- In-class debates where students are assigned side A or B (policy and current events)
- Weekly Impromptu speeches where students have only a few minutes to prepare
- Direct instruction and note-taking on key concepts and terms
- Reading and researching on topics for speeches and debates
- Small-group discussions for brainstorming speech ideas
- Drafting of speeches (the writing process-- editing and rewriting structured presentations)
- Improvisational games and activities to work on stage presence, volume, tone, movement, and body language
- Mock-activities (scenes from plays and TV/game shows, debates, professional meetings, interviews, eulogy)
- Poetry Out Loud lessons and preparation for competing in poetry slams

*In order to differentiate instruction for special needs populations, time and length requirements on assignments and modes of assessment will vary and depend on individual student's strengths and needs.

#23 Assessment Methods and/or Tools

1) By the teacher: Standard rubrics for each of the genres of oral presentations that are used throughout the year and at GGSA events
2) By students: Panels of student judges with clearly-defined criteria (from GGSA website) for both speeches and debates
3) A standardized writing rubric for written speeches and arguments (Criteria: Content, Organization, Style, and Mechanics)
4) Results of judging from GGSA events and tournaments (both feedback from judges and scores)

#24 Grading Policy

Grading will follow the San Leandro Unified School District's policy.