



Palm Springs Unified School District Secondary Course Description

Please read: Sections 1 and 2 must be completed and submitted to the Director of Secondary Curriculum and Instruction for all courses seeking PSUSD Cabinet and Board approval. Sections 3 and/or 5 must be completed if the course will be submitted to the University of California (UC) for placement on your school's a-g list and/or Career and technical educational (CTE).

***NOTE: If this is a COD "Dual Enrollment" course then the course cannot be changed.

District Office Use Only

Transcript Title(s)/Abbreviation: Public Speaking

Transcript Course Code(s)/Number(s): 1256 Cabinet/BOE Approval Date: July 25, 2017

Section 1: Course Content

1. Course Title: Public Speaking

Date this course was first submitted to the Curriculum Advisory: June 13, 2017

2. Is this a re-write of an existing course? No If "Yes," what is the District Course Code: _____

3. CALPADS Code : 2112

4. PSUSD graduation requirement subject area: General Elective

5. Unit Value for complete course: 10 PSUSD credits (one year/two semesters) 6. Grade Level: 9 10 11 12

Course can be repeated for Credit?

Note: Grade level pertains to which grades the course has been designed.

7. PSUSD Department: English

8. PSUSD weighted GPA? No 9. Is this an "online" learning course? No

Dual Enrollment?

If "Yes," list the online provider: _____

Note: If "Yes," an additional course code will be created by ETIS with a virtual designation.

10. Will this course be offered only through the Alternative Education Program? No

11. Career Pathway Relationship

Note: Refer to the list of Industries and their associated Pathways in Section 5, Item #38

Is this course an Industry and Career Pathway-related Course? No

If "Yes," which Industry? --

Which Pathway? _____

What sequence level? --

12. Is this course an Academy-related Course? No If "Yes," which Academy? _____

13. Course Content:

For each unit of the course, provide:

1. A brief description (5-10 sentences) of topics to be addressed that demonstrates the critical thinking, depth and progression of content covered.
2. A brief summary (2-4 sentences) of at least one assignment that explains what a student produces, how the student completes the assignment and what the student learns.

Introduction

Writing Skills:

Writing skills are an essential component of public speaking and will be practiced with most assignments. The following are examples of writing assignments in the course:

Journaling - students reflect on each personal performance and critique those of other students.

Outlines - each formal presentation requires planning a complete outline of the speech.

Analytical Essay- after each formal presentation students self-critique and write goals for the next assignment.

Scripting - dialogues, monologues, and soliloquies require complete script writing prior to performance.

Speaking Skills:

The major assignments for the course will be speech performances. Each performance will have increased expectations and a unique focus. The following are examples of speech assignments in the course:

Narrative – a speech in which one tells a story; an account of a sequence of events, whether fictional or nonfictional.

Oral Interpretation – a speech that vocally expresses the meaning of written compositions, especially literature or drama.

Persuasive – a speech meant to persuade or convince listeners of the validity of the speaker’s position or perspective.

Informative – a speech designed to convey knowledge and understanding.

Unit 1

Delivery Skills/Attire

Students will learn to identify tips and tricks for making appropriate attire decisions by evaluating a variety of social situations to determine how attire impacts communication among all parties. The goal is for all students to understand that socio-cultural judgments exist rooted in how individuals dress and how it can either enhance or hinder communication. Finally, the class will review the dress expectations for various speech performances and learn to prepare appropriate attire for different real life scenarios.

Students will continue with vocal delivery skills, taking time to identify the different skills and analyzing how each can impact communication: meaning, style, flow, and feedback. Through the use of audio and video samples, students will observe, annotate, and reflect on the presentation of vocal delivery skills, clearly identifying on the differences between effective and non-effective skills. Students will learn to identify each of these skills as well and practice implementing these skills in a variety of situations in and out of the classroom, such as mock interviews, mini-presentations, and interpersonal communication.

Students will then move to non-verbal delivery and study the effects of body language. Again, through the use of video samples, students will identify each skill and its effects, including: eye-contact, gestures, physical movement, and proxemics. The goal with each of these skills will be to produce a deep understanding of each skill as well as practical, real-world application.

Students will practice performing and critiquing each other in various individual and small group presentations.

Unit 2

Formal Debate

For Unit 2 students will create an oral presentation in the form of a formal debate. Unit 2 will provide students with the definition of a formal debate and its major features, as well as a sample student presentation. Lessons will ask students to think of ideas for their debate topics while having the opportunity to work in small groups and with partners while learning the structure of persuasive speaking to explain ideas and opinions or summarizing an opposing viewpoint in order to convince their listeners of a specific stance.

Students will plan an outline of their formal debate. Students will have the opportunity to practice explaining, receive feedback on their arguments, plan the sequence of debate points in their presentation, learn and practice using transition words that will help them link and build on their ideas and respond to opposing points of view through the use of note cards. Students will learn to revise the draft of their formal debate to condense ideas and make concise points with the goal of refining the language of their oral presentations. In addition, students will also practice active listening skills in order to critique a peer’s oral presentation and self-evaluate their active listening skills. Students will take time to practice delivering their debate points in small groups trying not to use their notecards while refining their speaking skills.

Finally, students will participate in formal debates. Students will have the opportunity to provide feedback to their peers, receive feedback from peers, and self-evaluate their oral arguments.

Unit 3

Literary Response in an Argumentative Speech

For this unit, students will create an oral presentation in the form of a literary response. This lesson provides students with the definition of a literary response and its major features, as well as a sample student presentation. Students will review presentation, listening and speaking skills that are needed for a literary response. In this unit, students will read and respond to a

literary selection about the role of leadership. The goal of this unit is for students to understand that literary response is an argumentative speech that makes a claim about an excerpt and connects details from a text to real world examples, requiring students to read an excerpt closely and use textual evidence to support their thoughts and ideas. Students will observe and critique a literary response sample. Students will write and present a literary response using the following guiding questions: Do you know any great leaders? Were you ever in a role of leadership? How does your personal experience compare to the description of leadership in the poem?

Unit 4

Informational Speech

For this unit, students will create an oral presentation in the form of an informational speech. This lesson provides students with the definition of an informational speech and its major features as well as a sample student presentation. Students will think of ideas for their informational speech and begin planning in small groups and with partners to brainstorm and talk through their initial plans. Students will plan an outline of their informational speech. They will focus on the introduction and the body of the presentation, and will plan the sequence of information in their presentation. Students will learn about how writers and speakers choose words and phrases to create a specific effect and revise the draft of their informational speech. Students will practice active listening skills in order to critique a peer's oral presentation. Students deliver their oral presentations to the whole class and listen to presentations by their classmates. Students will have the opportunity to provide feedback to their peers, receive feedback from peers, and self-evaluate their oral presentation.

Unit 5

Monologue or Soliloquy

For this unit students will create an oral presentation in the form of a monologue or soliloquy while practicing the skills needed to deliver an oral presentation. This unit will provide students with the definitions of monologue and soliloquy, a description of each form's major features, and a sample student presentation. Students will have the opportunity to work in small groups and with partners to brainstorm and talk through their projects while learning to use figurative language to express ideas or emotions to create specific effects.

Students will learn how to plan an outline of their presentation while focusing on the introduction and the body of the presentation, and using the notecards to organize their ideas.

Additionally, students will learn and practice using language resources to link ideas, events, and reasons throughout a spoken text as they revise the draft of their monologue/soliloquy to create a cohesive presentation. Revisions will be shared with their peers for feedback. Finally, students will practice active listening skills in order to critique a peer's oral presentation, self-evaluate their active listening skills and deliver their oral presentations to the whole class and listen to presentations by their classmates.

Unit 6

Storytelling in the 21st Century

The unit will focus on the application of the cumulative skills learned throughout the course and apply it to 21st century media. Students will create online videos and podcasts. Students will learn the history on the development of social media (youtube, podcasts) and the appeal of each medium to different audiences. Students will learn to write, produce, film/record, edit, and publish a product representing 21st century media. Furthermore, this unit introduces students to the basics of digital storytelling. Students will explore the fundamental elements of a good digital story and review examples used by educators across a varied curriculum. Students will be able to choose a topic and define the purpose of a digital story they will create for their classroom or informal learning setting. Students will also focus on scriptwriting and storyboarding. They will learn about the steps in developing and writing a script for their digital story. Students will identify the basic elements of a script: introduction, character development, tension and resolution. Students will also examine the importance of selecting appropriate images and backdrops in creating a storyboard. Also, students will assemble all of the elements to create the final version of their digital story and publish it online. Finally, students will reflect on what they have learned and how they dealt with each component of the process.

14. Course Overview [Provide a brief summary/snapshot (3-5 sentences) of the course's content]:

Public Speaking is an elective course designed to help students develop oral communication skills in a variety of planned and spontaneous speaking situations, and to gain research and organizational skills necessary for a variety of types of oral presentations. This overarching goal will be scaffolded with focused work on planning and writing, delivery skills, listening skills, organizational techniques, and critical thinking. Students will learn basic tools and proficiencies in research, organization, delivery and technology.

While this course is an English elective, the skills learned through public speaking have lifelong links to success not only in academic settings, but life in general. Students will be able to apply this knowledge in order to build their confidence in effective communication in and out of the classroom.

15. Texts and Supplemental Instructional Materials (*all non-core instructional materials are the responsibility of individual schools to purchase.*)

Texts: StudySync

Supplemental Materials:

16. Will this course be submitted for approval by UC? Yes

Section 2: School and District Information

School Information

1. School Name: _____

School District: Palm Springs Unified School District

City and State: Palm Springs, California District Web Site: <http://www.psusd.us>

School Course List Contact Information (Name of AP of Curriculum or Principal)

2. Name: Eric Antuna

Position/Title: Coordinator of ELL Email: eantuna@psusd.us

Phone #: 760-416-6080 Ext: _____

Teacher Contact Information (Name of teacher/administrator who authored this course)

3. Name: Nancy Carrick

Position/Title: Secondary Literacy TOSA Email: ncarrick@psusd.us

Phone #: 760-416-6024 Ext: _____



Palm Springs Unified School District Secondary Course Description

Section 3: Course Information

1. Was this course "Previously Approved" by UC? No

Note: if this course is to be submitted to UC and it was "Previously Approved," the exact same course title as the previously approved course must be used. Complete outlines are not needed for courses previously approved by UC. Courses that are defined as "previously approved" are courses from the following programs (Advanced Placement, International Baccalaureate, ROP courses, etc.), or courses from within the same district, or courses that have been removed within a three-year window are being reinstated, and/or courses from UC-approved online providers. Courses modeled after courses from outside the school district are also defined as "previously approved" but a complete course description will be required for submission to UC. Each section below represents an individual page on the UC electronic submission site.

If "No," proceed to the Course Description Section (Section 4).

If "Yes," indicate which category applies:

2. Is this course modeled after a UC-approved course from another high school outside of our district? Yes

Note: If "Yes," you will be required to submit a complete course description. UC will review the previous submission, if it is available, to assist them in their review process.

If "Yes," list which school: Center High School

Exact Course Title: Public Speaking

3. Is this course modeled after an identical course approved by UC for the current year at another high school in PSUSD? No

If "Yes," what school? _____

Exact Course Title: _____

4. Is this course being reinstated after removal within 3 years: No

If "Yes," what year was the course removed from the list? _____

Exact Course Title: _____

5. Has this course been provided program status, is not an online course, and is it listed below? No

If "Yes," select an option from the Program

Status list: --

6. If "Advanced Placement," has it been authorized by the College Board through the AP audit process? --

Note: UC will only allow Advanced Placement courses that have passed or are in the AP audit process. UC requires all AP courses on your list, including those approved in prior years, to be verified via the College Board AP audit process. UC will run quarterly reports based on AP Audit data. AP courses not listed on the AP audit list will be removed.

If "In Progress," date submitted to AP: _____
MM/DD/YYYY

Exact Program Course Title: --

7(a). Is this course provided by one of the UC-approved online curriculum providers listed in #8? No

7(b). Have you signed the appropriate partnership agreement with the provider regarding methods of delivery and instruction? No

Note: You must have signed an agreement with the appropriate provider and filed with UC in order to use their courses.

8. If the answer to either 7(a) or (b) is “No,” UC will not approve this course. If “Yes” to both 7(a) and (b)., then select the appropriate option from the Online Provider List below:

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9. Seeking “Honors” Distinction

Note: To receive “Honors” distinction for both UC and PSUSD, the course content must satisfy certain requirements. For information about these requirements, refer to the a-g Guide: <http://www.ucop.edu/a-gGuide/ag/a-g/honors.html>. For “Previously Approved” courses (including AP and IB), the honors information will be pre-populated as applicable on your UC submission template.

No

*Note: “Other Honors” is defined by UC as a course specifically designed with distinctive features which set it apart from regular high school courses in the same discipline areas. The course should be seen as comparable in terms of workload and emphasis to AP, IB or introductory college courses in the subject. Honors courses must be designed for the 11th and 12th grade level to be UC approved and require a comprehensive, year-long written final exam. In addition to AP and IB higher level courses, **high schools may certify not more than one honors level course per grade level in each of the following subject areas only: history, English, advanced mathematics, each laboratory science course, each language other than English, and each of the four VPA disciplines.** If there are no AP or IB or higher level courses in a given subject area, the high school may certify up to, but not more than two honors level courses in that area.*

10. Subject Area and Category

“a” - History/Social Science

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“b” - English

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“c” - Mathematics

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“d” - Laboratory Science

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Note: Students electing to enroll in an integrated-science program (ISP) are strongly advised by UC to complete the entire three-year sequence. In most cases, the first year of an integrated science sequence fulfills only the “g” elective requirement: the second and third years of the sequence then fulfill the two-year “d” laboratory science requirement. Accordingly, if only ISP 1 and only one of ISP 2 or ISP 3 are completed, then one additional course from the categories of Biology, Chemistry, or Physics from the “d” subject area must be taken to fulfill the “d” requirement.

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Note: This category demonstrates that the course is cross-disciplinary and is often used for advanced science courses such as AP Environmental Science or Biochemistry

“e” - Language Other than English

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Language --

“f” - Visual and Performing Arts

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“g” - Elective

English



Palm Springs Unified School District High School Course Description

Section 4: Course Attributes

1. Is this course classified as a Career Technical Education Course?

No

If no, skip item #2

2. If "Yes," select the name of the industry **and** Career Pathway:

- | | |
|---|----|
| <input type="checkbox"/> Agriculture and Natural Resources | -- |
| <input type="checkbox"/> Arts, Media, and Entertainment | -- |
| <input type="checkbox"/> Building and Construction Trades | -- |
| <input type="checkbox"/> Business and Finance | -- |
| <input type="checkbox"/> Education, Child Development and Family Services | -- |
| <input type="checkbox"/> Energy, Environment, and Utilities | -- |
| <input type="checkbox"/> Engineering and Architecture | -- |
| <input type="checkbox"/> Fashion and Interior Design | -- |
| <input type="checkbox"/> Finance and Business | -- |
| <input type="checkbox"/> Health Science and Medical Technology | -- |
| <input type="checkbox"/> Hospitality, Tourism, and Recreation | -- |
| <input type="checkbox"/> Information and Communication Technologies | -- |
| <input type="checkbox"/> Manufacturing and Product Development | -- |
| <input type="checkbox"/> Marketing, Sales, and Service | -- |
| <input type="checkbox"/> Public Services | -- |
| <input type="checkbox"/> Transportation | -- |