

Speech-Debate 1 & 2

9-12th Grade

Reading and Research

PS 1-Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

PS 2-Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition of argument, including whether the structure makes points clear, convincing, and engaging.

PS 3-By the end of grade 11, read and comprehend literary nonfiction in the grades 11-.CCR text comprehend proficiently, with scaffolding as needed at the high end of the range

PS 4-Use technology, including the Internet, to produce, publish, and update individual or shared with writing products in response to ongoing feedback including new arguments or information.

PS 5-Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Verbal Communication

PS 6-Uses effective delivery.

PS 7-Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

PS 8-Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

PS 9-Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

PS 10-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.

Non-Verbal Communication and evaluation

PS 11-The student communicates through the arts ideas, feelings and purpose.

PS 12-Set goals for improvement.

PS 13-Evaluate a speakers' 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.

PS 14-Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

Writing

PS 15-Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

PS 16-Introduce precise, knowledge claim(s), establish the significance of the claim, distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

PS 17-Provide a concluding statement or section that follows from and supports the argument present.

PS 18-Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content

PS 19-Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1 - 3 up to and including grades 11-12.)