

“Speech Communication” Curriculum

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ELA K-12 PRIORITY STANDARDS MAP

K	1	2	3-5	6-8	9-12
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READING FOUNDATIONAL SKILLS

RF1 Print Concepts					
RF2 Phonological Awareness					
RF3 Phonics and Word Recognition					
	RF4 Fluency				

READING

R1 Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.					
				R4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	
				R6 Assess how point of view or purpose shapes the content and style of a text, drawing on a wide range of diverse texts.	
		R9 Analyze and evaluate texts using knowledge of literary forms, elements, and devices through a variety of lenses and perspectives.			

WRITING

W2 Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.					
		W5 Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.			

SPEAKING AND LISTENING

SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.					
		SL4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.			

ELA PRIORITY STANDARDS MAP

K	1	2	3-5	6-8	9-12
LANGUAGE					
L4 Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.					
			L5 Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking.		
L6 Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing.					

ENGLISH PRIORITY STANDARDS BY UNIT				
HS Grade Level Priority Standards	Unit 1	Unit 2	Unit 3	Unit 4
R1 Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.				
R4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.				
R6 Assess how point of view or purpose shapes the content and style of a text, drawing on a wide range of diverse texts.				
W2 Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.		X	X	
SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	X	X	X	X
SL4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	X	X	X	X
L5 Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking.	X	X	X	X

Course Information

Speech Communication

CURRICULUM/CONTENT AREA	COURSE LENGTH
English	9 Week
GRADE LEVEL	DATE LAST REVIEWED
9-10	2023
PREREQUISITE(s) <i>if applicable</i>	BOARD APPROVAL DATE
None	12/11/2023

DESIRED RESULTS

What students will know and be able to do

COURSE DESCRIPTION AND PURPOSE

In this course, students will learn the tools necessary to communicate effectively in their high school coursework and in their daily lives. Although the development of speaking and listening skills is the main thrust of the course, students will be asked to exhibit communication skills in a variety of ways throughout the term. Skills targeted may include but are not limited to interpersonal communication strategies, effective listening, small group dynamics, informative speaking, persuasive speaking, and appropriate use of presentation technology.

ENDURING UNDERSTANDINGS

LITERATE INDIVIDUALS...

READING: Study and explore a range of values, beliefs, and assumptions to answer questions and inform understandings; literate individuals respond to varying expectations of audience, task, purpose, and discipline.

WRITING: Make strategic choices routinely for a range of authentic

ESSENTIAL QUESTIONS

Unit 1: Communication Basic Concepts

- How can effective communication enrich my life?
- What are the basic terms and vocabulary I need to understand in order to construct and deliver my message?

Unit 2: Informative

<p>tasks, purposes, and audiences over extended and shorter time frames.</p> <p>SPEAKING: Adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals.</p> <p>LISTENING: Seek to understand a speaker and/or writer’s intended message and how their background, situation, or context influences what they say.</p> <p>LANGUAGE: Demonstrate an understanding of how language functions in different contexts, and apply this knowledge to meet communicative goals (<i>when composing, creating, and speaking</i>), and to comprehend more fully (<i>when reading and listening</i>).</p> <p>CLAIMS AND EVIDENCE: Make claims about subjects, and rely on evidence to support reasoning that justifies the claim, often acknowledging or responding to others’ (<i>possibly opposing</i>) arguments.</p>	<ul style="list-style-type: none"> ● How do you construct an effective presentation? ● What are the differences between preparing an informative, persuasive and demonstration speech? <p>Unit 3: Persuasive</p> <ul style="list-style-type: none"> ● How do you construct an effective presentation? ● What are the differences between preparing an informative, persuasive and demonstration speech? <p>Unit 4: Demonstration</p> <ul style="list-style-type: none"> ● How do you construct an effective presentation? ● What are the differences between preparing an informative, persuasive and demonstration speech?
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PRIORITY STANDARDS

WRITING
W8 Gather relevant information from multiple print, digital, and community sources, assess the credibility and accuracy of each source, and follow a standard citation format. (6-12)

SPEAKING AND LISTENING
SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively. (K-12)

SL4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. (3-12)

LANGUAGE
L5 Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. (6-12)

Unit 1: Communication Basic Concepts

In this course, students will learn to effectively prepare and deliver speeches for diverse audiences in a variety of settings. In addition, students will learn to recognize and address various types of stage fright issues.

DESIRED RESULTS		ASSESSMENT EVIDENCE
Essential Questions <i>Students will keep considering...</i>		
A. How can effective communication enrich my life? B. What are the basic terms and vocabulary I need to understand in order to construct and deliver my message?		
Unit Priority Standards and Learning Targets <i>Students will know and be able to...</i>		Assessment Evidence <i>Performance is evaluated in terms of...</i> <i>Students will show their learning by...</i>
SPEAKING & LISTENING Skills SL 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. SL 4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	<ul style="list-style-type: none"> I can initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on topics, texts, and issues, listening actively, and building on others' ideas and expressing their own clearly. I can intentionally utilize development, substance, and style appropriate to purpose, audience, and situation. 	Success Criteria Rubrics <ul style="list-style-type: none"> → Rubrics indicate the specific success criteria by standard and are used throughout the learning process for feedback and reflection → Name Speech Rubric → My Life is Full of Stories Performance Task Description: <ul style="list-style-type: none"> → Confidence Quiz → Name Speech → My Life is Full of Stories Key Feedback & Assessment Strategies: <ul style="list-style-type: none"> ● Modification: extended time, reduced / extended speech delivery time requirement ● Extension: extended time, more indepth research
LANGUAGE Skills L5: Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking.	<ul style="list-style-type: none"> I can demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing and speaking. 	

PRIMARY RESOURCE *if applicable*

In this course, all class reads may include...

Unit 2: Informative Speech

Students will provide interesting, useful, and unique information for their audience. Students will take the time to thoroughly research and understand their topic, to create a clearly organized speech that teaches the audience something.

DESIRED RESULTS

ASSESSMENT EVIDENCE

Essential Questions

Students will keep considering...

- How do you construct an effective presentation?
- What are the differences between preparing an informative, persuasive and demonstration speech?

Unit Priority Standards and Learning Targets

Students will know and be able to...

Assessment Evidence

Performance is evaluated in terms of...

Students will show their learning by...

SPEAKING & LISTENING Skills

SL 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

SL 4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are

- I can present information, findings, and supporting evidence such that listeners can follow the reasoning and organization.
- I can intentionally utilize development, substance, and style appropriate to purpose, audience, and situation.

Success Criteria Rubrics

- Rubrics indicate the specific success criteria by standard and are used throughout the learning process for feedback and reflection
- Info Speech Rubric

Performance Task Description:

- Informative Speech

Key Feedback & Assessment Strategies:

- Modification: extended time, reduced / extended speech delivery time requirement
- Extension: extended time, more indepth research

<p>appropriate to task, purpose, and audience.</p>		
<p>WRITING Skills W2: Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	<ul style="list-style-type: none"> ● I can write informative texts that examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content by introducing a topic; organizing complex ideas, concepts, and information to make important connections and distinctions; including formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension; thoroughly developing the topic by selecting the most significant and relevant well-chosen facts, extended definitions, concrete details, quotations, and other information and examples appropriate to the audience's knowledge of the topic. 	
<p>LANGUAGE Skills L5: Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking.</p>	<ul style="list-style-type: none"> ● I can demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing and speaking. 	
<p>PRIMARY RESOURCE <i>if applicable</i> <i>In this course, all class reads may include...</i></p>		

Unit 3: Persuasive Speech

Students will construct an argument incorporating valid sources, applying the rhetorical appeals, and effectively engage the audience in a professional and polished speech.

DESIRED RESULTS		ASSESSMENT EVIDENCE
Essential Questions <i>Students will keep considering...</i>		
Choose one-two of these Essential Questions: <ul style="list-style-type: none"> ● How do you construct an effective presentation? ● How do I use rhetorical appeals? ● What are the differences between preparing an informative, persuasive and demonstration speech? 		
Unit Priority Standards and Learning Targets <i>Students will know and be able to...</i>		Assessment Evidence <i>Performance is evaluated in terms of...</i> <i>Students will show their learning by...</i>
WRITING Skills W2: Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	<ul style="list-style-type: none"> ● I can write arguments to support claims ● I can establish the significance of the claim(s) using valid reasoning, literary theory and relevant and sufficient evidence which introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. 	Success Criteria Rubrics <ul style="list-style-type: none"> → Rubrics indicate the specific success criteria by standard and are used throughout the learning process for feedback and reflection → Persuasive Speech Rubric Performance Task Description: <ul style="list-style-type: none"> → Persuasive Speech Key Feedback & Assessment Strategies: <ul style="list-style-type: none"> ● Modification: extended time, reduced / extended speech delivery time requirement ● Extension: extended time, more indepth research
SPEAKING & LISTENING Skills SL 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. SL 4: Present information, findings, and supporting	<ul style="list-style-type: none"> ● I can engage thoughtfully with diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify my views and understanding and make new connections in light of the evidence and reasoning presented. ● I can present information, findings, and supporting evidence, conveying perspective, such that listeners can follow the reasoning, alternative or opposing perspectives addressed, and the organization. ● I can intentionally utilize development, substance, 	

evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	and style appropriate to purpose, audience, and situation	
LANGUAGE Skills L5: Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking.	<ul style="list-style-type: none"> I can demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing and speaking. 	
PRIMARY RESOURCE <i>if applicable</i> <i>In this course, all class reads may include...</i>		

Unit 4: Demo Speech
Students will demonstrate a process with an emphasis on extemporaneous delivery.

DESIRED RESULTS	ASSESSMENT EVIDENCE
Essential Questions <i>Students will keep considering...</i>	
Choose one-two of these Essential Questions: <ul style="list-style-type: none"> How do I effectively engage an audience in a variety of different speaking engagements? How do I adapt my speech to a variety of contexts and tasks? How do I logically/coherently construct a speech with sound evidence and multiple perspectives? How do I analyze an audience in order to craft an appropriate message? How do I use both verbal and nonverbal skills to effectively deliver a speech? 	

Unit Priority Standards and Learning Targets <i>Students will know and be able to...</i>		Assessment Evidence <i>Performance is evaluated in terms of...</i> <i>Students will show their learning by...</i>
SPEAKING & LISTENING Skills SL 4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	<ul style="list-style-type: none"> I can intentionally utilize development, substance, and style appropriate to purpose, audience, and situation 	Students (either individually or with a partner) will prepare and present a demonstrative speech on an appropriate topic that uses a logical process
LANGUAGE Skills L5: Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking.	<ul style="list-style-type: none"> I can demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing and speaking. 	Success Criteria Rubrics Demo Speech Rubric Performance Task Description: → Demo Speech Key Feedback & Assessment Strategies: <ul style="list-style-type: none"> <i>Modification: extended time, reduced / extended speech delivery time requirement</i> <i>Extension: extended time, more indepth research</i>
PRIMARY RESOURCE <i>if applicable</i> <i>In this course, all class reads may include...</i>		