

Course: Advanced Speech and Debate

Grade Level: 9-12

LG 1 Voice

High Priority Standards

Missouri Literacy Standards

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.

Learning Goal	Proficiency Scale
<p>Students will be able to use voice to impact the content of a speech.</p>	<p>Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.</p> <p>Level 3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> • Applying consistent vocal control over volume, rate, and diction. • Creating different effects with a speech by varying tone, pace and enunciation. <p>Level 2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> • Recognizing and recalling specific vocabulary, such as voice, volume, rate, tone, mood, style, enunciation, pace, diction. • Performing processes such as: <ul style="list-style-type: none"> ○ Using-intermittent control over volume, rate and diction. ○ Identifying how the elements of the voice can impact or change the message of a speech.

	Level 1: Student demonstrates a limited understanding or skill with the learning goal.
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Course: Advanced Speech and Debate
 Grades 9-12
 LG 2: Formulate and Compose Speeches

High Priority Standards	
Missouri Learning Standards	
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.	
Learning Goal	Proficiency Scale
Students will be able to compose a variety of speeches.	<p>Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.</p> <p>Level 3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> • Developing composition ideas using techniques such as divergent/convergent thinking. • Creating examples of drafts, revisions, and feedback in the composition process. <p>Level 2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> • Recognizing and recalling specific vocabulary, such as: draft, revise, feedback, divergent, composition, logic, convergent. • Performing processes such as: <ul style="list-style-type: none"> ○ Identifying brainstorming and divergent/convergent thinking, as a composition tool. ○ Explaining drafting, revision, and feedback in the composition

	<p>process.</p> <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>
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 Grades 9-12
 LG 3 Public Speaking

High Priority Standards	
Missouri Learning Standards 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.	
Learning Goal	Proficiency Scale
Students will be able to develop and apply public speaking skills.	Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal. Level 3: Student demonstrates mastery with the learning goal as evidenced by: <ul style="list-style-type: none"> • Speaking with consistent microphone technique, audience adaptation, and vocal techniques. • Questioning and interviewing to obtain the best and most accurate information. • Creating a speech for a specific audience or task. Level 2: Student demonstrates he/she is nearing proficiency by: <ul style="list-style-type: none"> • Recognizing and recalling specific vocabulary, such as: microphone, vocal technique, audience adaptation, question, interview. • Performing processes such as:

	<ul style="list-style-type: none">○ Explaining audience adaptation, interview skills, and speech development process.○ Identifying key elements of being a good public speaker <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>
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LG 4: Persuasive Technique

High Priority Standards	
<p>Missouri Learning Standards</p> <p>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.</p>	
Learning Goal	Proficiency Scale
<p>Students will be able to use the spoken word to affect emotions.</p>	<p>Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.</p> <p>Level 3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> • Selecting persuasive techniques to influence an audience. <p>Level 2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> • Recognizing and recalling specific vocabulary, such: persuasive, live audience, public service. • Performing processes such as: <ul style="list-style-type: none"> ○ Identifying the use of the persuasive techniques. <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>

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LG 5: Lincoln Douglass and Public Forum Debates

High Priority Standards	
<p>Missouri Learning Standards</p> <p>ELA-LITERACY.SL.9-10.1.B Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</p>	
Learning Goal	Proficiency Scale
<p>Students will be able to apply debate styles to construct arguments and cases.</p>	<p>Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.</p> <p>Level 3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> • Debating in Public Forum style format and Lincoln Douglas style format. • Improvising during a debate to continue the argument or strengthen a claim. <p>Level 2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> • Recognizing and recalling specific vocabulary, such as: debate style, argument, public forum format, Lincoln Douglas format, case claim, resolution, evidence. • Performing processes such as:

	<ul style="list-style-type: none">○ Writing anticipatory questions that the opposite side of the debate might pose. <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>
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 LG 6 Competitive Speech

High Priority Standards	
Missouri Learning Standards ELA-LITERACY.SL.9-10.1.D Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.	
Learning Goal	Proficiency Scale
Students will be able to deliver a persuasive speech in competition.	Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal. Level 3: Student demonstrates mastery with the learning goal as evidenced by: <ul style="list-style-type: none"> • Creating a sound argument grounded in policy and values. • Delivering compelling speeches using persuasive techniques such as rhetorical questions, rule of 3, explicitly stated facts. Level 2: Student demonstrates he/she is nearing proficiency by: <ul style="list-style-type: none"> • Recognizing and recalling specific vocabulary, such as: values, policy, persuasive, rhetorical questions, rule of 3, explicitly stated facts. • Performing processes such as: <ul style="list-style-type: none"> ○ Explaining competitive debate styles.

	<ul style="list-style-type: none">○ Identifying and explaining persuasive techniques used in debates. <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>
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Course: Advanced Speech and Debate
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 LG 7 Advanced Skills

High Priority Standards

Missouri Learning Standards

ELA-LITERACY.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

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.

Learning Goal	Proficiency Scale
<p>Students will be able to develop a formal debate.</p>	<p>Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.</p> <p>Level 3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> • Developing debate resolutions. • Researching and finding evidence for claims. • Constructing a full debate case with cited evidence. • Constructing a well-developed reflection based on the audience critiques. <p>Level 2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> • Recognizing and recalling specific vocabulary, such as: claim, debate,

	<p>evidence, resolution.</p> <ul style="list-style-type: none">• Performing processes such as:<ul style="list-style-type: none">○ Identifying debate resolutions.○ Stating claims.○ Constructing a debate case with adequate or substantiated evidence.○ Reflecting on audience critiques. <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>
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