

FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT



Introduction to Speech and Debate

Board Meeting Date: June 1, 2023	Course Length: 1 Year
Proposed Grade Level(s): 7th and 8th grade	Subject Area: English Elective Area (if applicable): English
Grading: A-F	Credits: NA
Prerequisite(s): NA	Corequisite(s):NA
CTE Sector/Pathway: NA	
Intent to Pursue ‘A-G’ College Prep Status: NA	
A-G Course Identifier: NA	
Graduation Requirement: NA	
Course Intent: Program (if applicable):	
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COURSE DESCRIPTION:

Students learn the basics of public speaking and argumentation. This class will have a minimum of written assignments and no written tests in order for students to have time to perform as many speeches and debates as possible. Students will be graded on their speech and debate performances on rubrics based on writing and speaking standards. Students will learn the how and why of public speaking, nonverbal communication, argumentation craft and how to effectively write speeches and debates to fit their style of speaking. Students will learn how being an effective communicator will help in their educational, professional and personal lives. This course does not replace the first year of a high school course but is intended to build background knowledge to help prepare students for a high school course.

DETAILED UNITS OF INSTRUCTION:

Unit Number/Title	Unit Essential Questions	Examples of Formative Assessments	Example of Summative Assessment
1. Introduction to Public Speaking	How do I effectively perform an impromptu speech? Why is nonverbal communication important?	*Impromptu speeches in front of class	*All about me speech (Written speech and speech performed in front of class)
2. Original Oratory Speech	How do I effectively write and perform a 3-4 minute OO speech? How do I use the stage and pauses effectively while performing a speech?	*Written version of the OO speech *Practices in front of small groups of peers	*Performing a timed 3-4 minute OO speech in front of class (Rubric given to students for scoring)
3. SPAR: Spontaneous Argument	What is an effective argument? How do I use value, policy, resolutions, counterarguments and rebuttals in a debate?	*Performing at least one 1v1 SPAR debate	*No summative because for many students this is their first debate
4. Demonstration or How To Speech	How can I most effectively communicate using body language and gestures?	Written version of the demonstration speech, practices in front of small groups of peers	*Performing a timed 3-4 minute Demo speech in front of class (Rubric given to students for scoring)
5. Original Advocacy	How can I most effectively advocate for a social change? Why does knowing my audience and tailoring my	*Written version of the OA speech *Practices in front of small groups of peers	*Performing a timed 3-4 minute OA speech in front of class (Rubric given to students for scoring)

	speech to the audience matter in a persuasive speech?		
6. Public Forum Debate	<p>What are the three types of persuasion and why do they matter?</p> <p>How do I find the best, most credible sources for my argument?</p> <p>How do I write and perform a PF debate?</p> <p>How do I write effective counterarguments and rebuttals when I don't know what the other side will say?</p>	<p>*Finding and using at least ten credible sources</p> <p>*The written opening argument, counterarguments and rebuttals</p>	<p>*Performing at least one 2v2 or 3v3 PF debate. (Rubric will be given to students for scoring)</p>
7. Acceptance Speech, Graduation/Promotion Speech, and Improv Scenes	<p>How do I perform a short, engaging speech in everyday occurrences?</p> <p>How do I perform with other students to make interesting improv scenes?</p>	<p>*Written speeches</p> <p>*Performing at least one improv scene with other students in front of the class</p>	<p>*Two 1-2 minute original speeches for acceptance, promotion, commemoration, etc. (Rubric given to students for scoring)</p>
8. Humorous and Dramatic Interpretation	<p>What are the essentials of stage acting?</p> <p>How do I effectively move the emotions of my audience in my HI or DI speech?</p>	<p>*Practice sessions for the HI or DI speech</p>	<p>*5-6 minute formal HI or DI performance. (rubric given to students for scoring)</p>
9. Parliamentary Debate	<p>What are the requirements for an effective Parliamentary style debate?</p> <p>How do I craft an argument with the best/most credible sources?</p> <p>How do I use counterarguments and rebuttals effectively in a Parli debate?</p>	<p>*Practice mock debates</p> <p>*Written cases for each individual student</p> <p>*Scoring and judging other students' debates</p>	<p>*At least one formal 3v3 Parliamentary debate. (rubric given to students for scoring)</p>
10. Impromptu and Formal Speech	<p>How do I construct a long impromptu speech? How do I use all that I learned in speech and debate to create an effective and persuasive formal</p>	<p>*4-5 minute impromptu speech practices</p> <p>*How to construct a long speech when given only 5 minutes to prepare</p>	<p>*Perform at least one 5-6 minute formal speech (OO, OA, DI, HI, OI, PI) Overall rubric for each formal speech given to students for scoring)</p>

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ESSENTIAL STANDARDS:

Reading Standards for Informational Text 6–12

1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
7. Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).
8. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
9. Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

Writing Standards 6–12

1. Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented.
2. Write informative/explanatory texts, including career development documents (e.g., simple business letters and job applications), to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. CA a. Introduce a topic or thesis statement clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aid comprehension. CA b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from and supports the information or explanation presented.
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well the purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)
8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

Speaking and Listening Standards 6–12

1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7-8 topics, texts, and issues, building on others’ ideas and expressing their own clearly. a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that connect the ideas of several speakers and respond

to others’ questions and comments with relevant evidence, observations, and ideas. d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

3. Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
4. Present claims and findings (e.g., argument, narrative, response to literature presentations), emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

RELEVANT STANDARDS AND FRAMEWORKS, CONTENT/PROGRAM SPECIFIC STANDARDS:

Link to Common Core Standards (if applicable):

Educational standards describe what students should know and be able to do in each subject in each grade. In California, the State Board of Education decides on the standards for all students, from kindergarten through high school.

[Link to common core ELA standards](#)

Link to Framework (if applicable):

Curriculum frameworks provide guidance for implementing the content standards adopted by the State Board of Education (SBE). Frameworks are developed by the Instructional Quality Commission, formerly known as the Curriculum Development and Supplemental Materials Commission, which also reviews and recommends textbooks and other instructional materials to be adopted by the SBE.

<https://www.cde.ca.gov/ci/rl/cf/>

Link to Subject Area Content Standards (if applicable):

Content standards were designed to encourage the highest achievement of every student, by defining the knowledge, concepts, and skills that students should acquire at each grade level.

<https://www.cde.ca.gov/be/st/ss/documents/elacontentstnds.pdf>

Link to Program Content Area Standards (if applicable):

Program Content Area Standards apply to programs such as International Baccalaureate, Advanced Placement, Career and Technical Education, etc.

<https://www.cde.ca.gov/be/st/ss/documents/elacontentstnds.pdf>

TEXTBOOKS AND RESOURCE MATERIALS:

Textbooks

Board Approved (yes/no)	Pilot Completion Date (If applicable)	Textbook Title	Author(s)	Publisher	Edition	Date
		N/A				

Other Resource Materials

Instructional videos showing examples of speeches. Teacher created videos and speech and debate examples.

Supplemental Materials

Board Approved Supplemental Materials (Including but not limited to: Film Clips, Digital Resources, Supplemental texts, DVDs, Programs (Pebble Creek, Step up to Writing, SIPPS, DBQ, etc.):
N/A