DE Public Speaking Curriculum

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ELA K-12 PRIORITY STANDARDS MAP

K	1	2	3-5	6-8	9-12
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.		

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**	**Unit 5**
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	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	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	x

Course Information

DE Public Speaking	
CURRICULUM/CONTENT AREA	**COURSE LENGTH**
Public Speaking	9 Weeks
GRADE LEVEL	**DATE LAST REVIEWED**
11-12	2023
PREREQUISITE(s) ***if applicable***	**BOARD APPROVAL DATE**
English 10/English 10 Honors	12/11/2023

DESIRED RESULTS

What students will know and be able to do

COURSE DESCRIPTION AND PURPOSE:
Public Speaking students will gain experience with the principles and application of effective communication for diverse audiences in a variety of settings in preparation for post-secondary education and the workplace. Topics may include, but are not limited to, the following: informational, persuasive, demonstrative and impromptu speeches, group dynamics, presentation technology, job interviews, and interpersonal communication skills. Students may opt to take this course for dual enrollment credit.

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
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 tasks, purposes, and audiences over extended and shorter time frames.	Unit 1: ● 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 use both verbal and nonverbal skills to effectively deliver a speech? Unit 2: ● How do I effectively engage an audience in a variety of different

SPEAKING: Adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. **LISTENING:** Seek to understand a speaker and/or writer's intended message and how their background, situation, or context influences what they say. **LANGUAGE:** Demonstrate an understanding of how language functions in different contexts, and apply this knowledge to meet communicative goals *(when composing, creating, and speaking)*, and to comprehend more fully *(when reading and listening)*. **CLAIMS AND EVIDENCE:** Make claims about subjects, and rely on evidence to support reasoning that justifies the claim, often acknowledging or responding to others' *(possibly opposing)* arguments.	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 3: ● 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 analyze an audience in order to craft an appropriate message? ● How do I use both verbal and nonverbal skills to effectively deliver a speech? ● How do I identify rhetorical tools in other speeches in order to craft my own? Unit 4: ● How do I effectively engage a future employer in a variety of different speaking engagements? ● How do I prepare my delivery for a formal interview ● How do I analyze a future employer's perspective in order to gain their attention and stand out over other applicants? ● How do I use both verbal and nonverbal skills effectively in a formal interview? Unit 5: ● How do I effectively engage an audience in a variety of special occasion speaking engagements? ● How do I adapt my speech to a variety of contexts and tasks? ● How do I use both verbal and nonverbal skills to effectively deliver a speech?
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: Interpretation/Delivery Skills

In this unit, students will analyze, interpret, and utilize effective delivery skills

DESIRED RESULTS		ASSESSMENT EVIDENCE
Essential Questions *Students will keep considering...*		
• 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 use both verbal and nonverbal skills to effectively deliver a 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.	• 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	**Success Criteria Rubrics** ➔ Rubrics indicate the specific success criteria by standard and are used throughout the learning process for feedback and reflection ➔ First Five Rubric ➔ Children's Book Rubric

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.	situation.	**Optional Performance Task Descriptions:** ➔ TED Talk analysis ➔ Children's Book Performance ➔ First Five (happens throughout the term) ➔ Storycorps Interview / analysis **Key Feedback & Assessment Strategies:** ● Modification: Use fewer models to analyze, Sentence frames, modify time expectations ● Extension: Can enroll in the UW -O speech competition
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.	● 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 (Ignite)

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 while utilizing a timed visual aid.

DESIRED RESULTS	ASSESSMENT EVIDENCE
Essential Questions *Students will keep considering…*	
● 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 *Students will know and be able to…*		**Assessment Evidence** *Performance is evaluated in terms of…* *Students will show their learning by…*
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.	• 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.	**Success Criteria Rubrics** ➔ Rubrics indicate the specific success criteria by standard and are used throughout the learning process for feedback and reflection ➔ Ignite Speech **Performance Task Description:** ➔ Ignite Speech ➔ Community Speech **Key Feedback & Assessment Strategies:** • Modification: Extended time • Extension:
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.	• 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, 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.	• 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 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 *Students will keep considering…*		
Choose one-two of these Essential Questions: • What do stories reveal about the human condition? • How are people transformed through their relationships with others? • Why do cultures and individuals create narratives of their experiences? • What turning points determine our individual pathways to adulthood?		
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…*
WRITING Skills W2: Compose writing for a variety	• I can write arguments to support claims in an	**Success Criteria Rubrics** ➔ Rubrics indicate the specific success

of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	analysis of substantive topics ● I can establish the significance of the claim(s) using valid reasoning 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. ● I can develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.	criteria by standard and are used throughout the learning process for feedback and reflection ➔ Persuasive Speech ➔ Debate Rubrics by roles ➔ Soapbox Speech **Performance Task Option Description:** ➔ Persuasive Speech ➔ Product Demo Speech ➔ Full Class Debate ➔ Soapbox Speech (Policy Speech) **Key Feedback & Assessment Strategies:** ● Add strategy ● Modification: Time requirements and extended time ● Extension:
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.	● I can propel conversations by posing and engaging with 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. Promote and seek to understand multiple, divergent, and creative perspectives. ● I can engage thoughtfully with diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. ● I can intentionally utilize development, substance, 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.	● 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 4: Demo Speech

Students will demonstrate a process with an emphasis on extemporaneous delivery.

DESIRED RESULTS		ASSESSMENT EVIDENCE
Essential Questions *Students will keep considering…*		
Choose one-two of these Essential Questions: ● 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 *Students will know and be able to…*		**Assessment Evidence** *Performance is evaluated in terms of…* *Students will show their learning by…*
Speaking and Listening 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	● I can intentionally utilize development, substance, and style appropriate to purpose, audience, and situation	**Success Criteria Rubrics** ➔ Rubrics (TBD) indicate the specific success criteria by standard and are used throughout the learning process for feedback and reflection ➔ Demo Speech ➔ Product Demo **Performance Task Option Description:** ➔ Demo Speech ➔ Shark Tank Product Demo **Key Feedback & Assessment Strategies:** ● Add strategy ● Modification: extended time ● Extension:
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.	● I can demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing and speaking.	

Unit 5: Special Occasion Speech

Students will deliver a speech appropriate to a specific occasion for a specific purpose and audience.

<table>
<tr><th colspan="2">DESIRED RESULTS</th><th>ASSESSMENT EVIDENCE</th></tr>
<tr><td colspan="3">Essential Questions
Students will keep considering...</td></tr>
<tr><td colspan="3">Choose one-two of these Essential Questions:
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?</td></tr>
<tr><td colspan="2">Unit Priority Standards and Learning Targets
Students will know and be able to...</td><td>Assessment Evidence
Performance is evaluated in terms of...
Students will show their learning by...</td></tr>
<tr><td>Speaking and Listening:
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</td><td>I can intentionally utilize development, substance, and style appropriate to purpose, audience, and situation</td><td rowspan="2">Success Criteria Rubrics
➔ Rubrics (TBD) indicate the specific success criteria by standard and are used throughout the learning process for feedback and reflection
➔ Special Occasion Toast Rubric
➔ Vlog Rubric

Performance Task Description:
➔ Special Occasion Toast
➔ Vlog

Key Feedback & Assessment Strategies:
Modification: extended time
Extension:</td></tr>
<tr><td>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.</td><td>I can demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing and speaking.</td></tr>
</table>