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Definitions

CALPADS	California Longitudinal Pupil Achievement Data System
CTE Technical Prep	A course within a CTE technical career pathway or program that has been articulated with a postsecondary education or through an apprenticeship program of at least 2 years following secondary instruction.
Instructional Level Code	Represents a nonstandard instructional level at which the content of a specific course is either above or below a 'standard' course instructional level. These levels may be identified by the actual level of instruction or identified by equating the course content and level of instruction with a state or nationally recognized advanced course of study, such as IB or AP.
Instructional Level Honors, UC Certified	Includes all AP courses.
Instructional Level Honors, non UC Certified	Requires Board approval.
Instructional Level College	Includes ACE courses. Equivalent to college course and content, but not an AP course. Not related to section, but to course.

EDUCATIONAL SERVICES

Course Title: Speech (#0140)

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EL DORADO UNION HIGH SCHOOL DISTRICT

EDUCATIONAL SERVICES

Department: English/Language Arts

Course Title: **Speech (#0140)**

UNIT/STANDARD #: Unit 1: Introductory Unit

LEARNING OUTCOME: Introduce proper technique for presenting a speech to an audience and demonstrate the importance of speech training to facilitate communication.

LEARNING OUTCOME	INSTRUCTIONAL STRATEGIES	ASSESSMENTS	INTERVENTIONS
<p>1. What students will learn, know, and be able to do? (Must be aligned to state content standards.)</p> <ul style="list-style-type: none"> -Learn the nature and importance of speech training. -Develop careful, thoughtful, and discriminating listening skills. -Acquire self-confidence through speaking informally before the class -Establish habits of good posture while walking, sitting and standing. -Begin to establish habits of good eye contact with an audience. -Develop an awareness of the preparation necessary to be a good speaker. - Develop an appreciation of good speech and good speakers. 	<p>2. Instructional strategies that will be used to engage students.</p> <p>Group and whole class brainstorming/guided instruction on the importance of speech training to the student as an individual in:</p> <ul style="list-style-type: none"> • a free society • the business world • the classroom • the school <p>Exercises in: Approaching the audience, establishing eye contact with the audience, standing relaxed on both feet, using gestures/relaxing arms, and exiting platform</p> <p>Suggested Activities:</p> <ul style="list-style-type: none"> • Class arrangement by birth date or alphabetically • One-on-One information exchange/presentation • Small group questioning/response/presentation • Self-Introductory speeches 	<p>3. How will we know that students have learned? Include both Formative (for learning) and Summative (of learning) assessment examples.</p> <p>Students will give speeches and receive peer and teacher evaluations, as well as self-evaluations. They will make necessary changes to improve their speaking skills.</p>	<p>4. What will we do if students don't learn? Students will learn from teacher evaluations as well as other students, and practice skills.</p> <p>5. What will we do if students already know it? There is no "mastery" level of speaking, as even the higher level students continue to improve.</p>

Content Area Standards (Please identify the source)

The students will demonstrate mastery of the following content standards:

1.8 Produce concise notes for extemporaneous delivery.

1.9 Analyze the occasion and the interests of the audience and choose effective verbal and nonverbal techniques (e.g., voice, gestures, eye contact) for presentations

EDUCATIONAL SERVICES

Department: English / Language Arts

Course Title: **Speech (#0140)**

UNIT/STANDARD #: Unit 2: Listening

LEARNING OUTCOME: Learn that active listening improves understanding and communication between speaker and audience, as well as learn that critical listening enhances listener's ability to evaluate the message.

LEARNING OUTCOME	INSTRUCTIONAL STRATEGIES	ASSESSMENTS	INTERVENTIONS
<p>1. What students will learn, know, and be able to do? (Must be aligned to state content standards.)</p> <ul style="list-style-type: none"> -Identify active (effective) listening behavior. -Identify passive (ineffective) listening behavior. -Become aware of barriers to effective listening. -Evaluate critically the oral presentation of a speaker 	<p>2. Instructional strategies that will be used to engage students.</p> <p>Guided instruction:</p> <ul style="list-style-type: none"> • Process of message transmission followed by student activity with story telling. <p>Listening taxonomy</p> <ul style="list-style-type: none"> • Discriminatory listening • Comprehensive listening • Critical listening • Therapeutic listening • Appreciative listening <p>Student activities</p> <ul style="list-style-type: none"> • Group brainstorming on importance of good listening in different situations • Mirroring exercise • Class discussion on difference between fact and inference • Students keep listening logs • Critical listening activity to identify parts of a persuasive speech • Listening for feeling tone exercises • Appreciative listening exercise with musical selection 	<p>3. How will we know that students have learned? Include both Formative (for learning) and Summative (of learning) assessment examples.</p> <p>Students will give speeches and receive peer and teacher evaluations, as well as self-evaluations. They will make necessary changes to improve their speaking skills.</p>	<p>4. What will we do if students don't learn? Students will learn from teacher evaluations as well as other students, and practice skills.</p> <p>5. What will we do if students already know it? There is no "mastery" level of speaking, as even the higher level students continue to improve.</p>

Content Area Standards (Please identify the source)

The students will demonstrate mastery of the following content standards:

1.0 Listening and Speaking Strategies Students formulate adroit judgments about oral communication.

EDUCATIONAL SERVICES

Department: English / Language Arts

Course Title: **Speech (#0140)**

UNIT/STANDARD #: Unit 3: Language Process

LEARNING OUTCOME: Student will practice and improve speaking style and poise.

LEARNING OUTCOME	INSTRUCTIONAL STRATEGIES	ASSESSMENTS	INTERVENTIONS
<p>1. What students will learn, know, and be able to do? (Must be aligned to state content standards.)</p> <p>-Demonstrate an understanding of adequate volume, pitch, articulation, and tone.</p> <p>-Demonstrate a command of techniques to combat nervous habits.</p> <p>-Diagram on paper the communicative process and discuss each part of the process.</p>	<p>2. Instructional strategies that will be used to engage students.</p> <ul style="list-style-type: none"> • Breathing exercises • Individual and small group readings of selected works read to convey different emotions • Relaxation exercises • Practice with tongue twisters • Speech game with flash cards to identify nervous habits nervous 	<p>3. How will we know that students have learned? Include both Formative (for learning) and Summative (of learning) assessment examples.</p> <p>Students will give speeches and receive peer and teacher evaluations, as well as self-evaluations. They will make necessary changes to improve their speaking skills.</p>	<p>4. What will we do if students don't learn? Students will learn from teacher evaluations as well as other students, and practice skills.</p> <p>5. What will we do if students already know it?</p> <p>There is no "mastery" level of speaking, as even the higher level students continue to improve.</p>

Content Area Standards (Please identify the source)

The students will demonstrate mastery of the following content standards:

1.0 Listening and Speaking Strategies Students formulate adroit judgments about oral communication.

EL DORADO UNION HIGH SCHOOL DISTRICT

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Course Title: **Speech (#0140)**

UNIT/STANDARD #: Unit 4: Expository Speech

LEARNING OUTCOME: Students will increase knowledge of the use of gesture and movement to enhance speaking skill.

LEARNING OUTCOME	INSTRUCTIONAL STRATEGIES	ASSESSMENTS	INTERVENTIONS
<p>1. What students will learn, know, and be able to do? (Must be aligned to state content standards.)</p> <p>-Demonstrate the effective use of visual aids by correct use in assigned speech.</p> <p>-Demonstrate an understanding of the major forms of gesture by their presence in assigned speeches and written examination.</p>	<p>2. Instructional strategies that will be used to engage students.</p> <p>-Guided Instruction on gestures and use of visual aids.</p> <p>-Demonstration or Process (How to) Speech</p> <p>-Explains how to do something, how to make something, or how something works</p>	<p>3. How will we know that students have learned? Include both Formative (for learning) and Summative (of learning) assessment examples.</p> <p>Students will give speeches and receive peer and teacher evaluations, as well as self-evaluations. They will make necessary changes to improve their speaking skills.</p>	<p>4. What will we do if students don't learn? Students will learn from teacher evaluations as well as other students, and practice skills.</p> <p>5. What will we do if students already know it? There is no "mastery" level of speaking, as even the higher level students continue to improve.</p>

Content Area Standards (Please identify the source)

The students will demonstrate mastery of the following content standards:

2.2 Deliver expository presentations:
 Marshal evidence in support of a thesis and related claims, including information on all relevant perspectives.
 Convey information and ideas from primary and secondary sources accurately and coherently.
 Make distinctions between the relative value and significance of specific data, facts, and ideas.
 Include visual aids by employing appropriate technology to organize and display information on charts, maps, and graphs.
 Anticipate and address the listener's potential misunderstandings, biases, and expectations.
 Use technical terms and notations accurately.

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Department: English / Language Arts

Course Title: **Speech (#0140)**

UNIT/STANDARD #: Unit 5: Speech to Inform

LEARNING OUTCOME: Students will research, analyze, organize materials, utilize effective language to give a speech to inform.

LEARNING OUTCOME	INSTRUCTIONAL STRATEGIES	ASSESSMENTS	INTERVENTIONS
<p>1. What students will learn, know, and be able to do? (Must be aligned to state content standards.)</p> <ul style="list-style-type: none"> -Be able to use the library and/or other sources to gather materials to be utilized in developing speeches. -Be aware that a successful speech must have a clear purpose, thesis, organization, and structure. -Prepare written outlines for all informative speeches. - Write effective introductions. - Write effective conclusions. - Demonstrate the use of adequate support materials. - Understand the major types of informative speeches: description, demonstration, and definition. 	<p>2. Instructional strategies that will be used to engage students.</p> <ul style="list-style-type: none"> -Guided instruction on selecting a topic, audience analysis, outlining, and organizational options: chronological, spatial, topical and logical. -Gathering information, analyzing information from facts which could include: statistics, testimony, examples, and illustrations. -Purpose of introduction: types and Cautions. -Purposes of conclusions - Read and annotate model speeches -Select a topic and write different introductions -Prepare and organize clear outline -Present speeches to inform in class 	<p>3. How will we know that students have learned? Include both Formative (for learning) and Summative (of learning) assessment examples.</p> <p>Students will give speeches and receive peer and teacher evaluations, as well as self-evaluations. They will make necessary changes to improve their speaking skills.</p>	<p>4. What will we do if students don't learn? Students will learn from teacher evaluations as well as other students, and practice skills.</p> <p>5. What will we do if students already know it? There is no "mastery" level of speaking, as even the higher level students continue to improve.</p>

Content Area Standards (Please identify the source)

The students will demonstrate mastery of the following content standards:

- 2.3 Generate relevant questions about readings on issues that can be researched.
- 2.4 Synthesize the content from several sources or works by a single author dealing with a single issue; paraphrase the ideas and connect them to other sources and related topics to demonstrate comprehension.
- 2.5 Extend ideas presented in primary or secondary sources through original analysis, evaluation, and elaboration.

EDUCATIONAL SERVICES

Department: English / Language Arts

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UNIT/STANDARD #: Unit 6: Group Discussion

LEARNING OUTCOME: Students will work in collaborative groups, develop group leadership ability, and help students develop an awareness of divergent points of view and how to resolve conflict in discussions.

LEARNING OUTCOME	INSTRUCTIONAL STRATEGIES	ASSESSMENTS	INTERVENTIONS
<p>1. What students will learn, know, and be able to do? (Must be aligned to state content standards.)</p> <ul style="list-style-type: none"> -Define group discussion/cooperation problem solving. - Define types of discussion groups - Identify needs of audience. - Research and develop a topic for group discussion. - Identify, define, and utilize the steps of reflective thinking. - Identify appropriate and inappropriate behaviors in a group member. - Lead and/or actively participate in a group discussion. 	<p>2. Instructional strategies that will be used to engage students.</p> <p>-Guided instruction:</p> <ul style="list-style-type: none"> • Types of discussion: panel discussion, round table discussion, open forum discussion • Purpose of discussion <ul style="list-style-type: none"> ○ Difference between discussion and debate ○ Uses of discussion in everyday life • Steps of reflective thinking <ul style="list-style-type: none"> ○ Clarification of the problem ○ Analysis ○ Suggested solutions ○ Evaluation of suggested solutions ○ Adoption of a solution • Establishing roles and expectations for each group member <p>Student activities:</p> <ul style="list-style-type: none"> • Four Corner Debate • Socratic Seminar • Scored Discussions • Inner-Outer Circle Discussions • Problem Solving Groups • Outline for discussion in small groups • Each member spend time as leader of group discussion • Participate in peer evaluation 	<p>3. How will we know that students have learned? Include both Formative (for learning) and Summative (of learning) assessment examples.</p> <p>Students will give speeches and receive peer and teacher evaluations, as well as self-evaluations. They will make necessary changes to improve their speaking skills.</p>	<p>4. What will we do if students don't learn? Students will learn from teacher evaluations as well as other students, and practice skills.</p> <p>5. What will we do if students already know it? There is no "mastery" level of speaking, as even the higher level students continue to improve.</p>

Content Area Standards (Please identify the source)

The students will demonstrate mastery of the following content standards:

California Language Arts Standards 9 - 10 Listening and Speaking Strategies 1.1

Formulate judgments about the ideas under discussions and support those judgments with convincing evidence.

11-12 1.0 Listening and Speaking Strategies

- 1.4 Use rhetorical questions, parallel structure, concrete images, figurative language, characterization, irony, and dialogue to achieve clarity, force, and aesthetic effect.
- 1.6 Use logical, ethical, and emotional appeals that enhance a specific tone and purpose
- 1.7 Use appropriate rehearsal strategies to pay attention to performance details, achieve command of the text, and create skillful artistic staging.
- 1.8 Use effective and interesting language, including: a. Informal expressions for effect, b. Standard American English for clarity, c. Technical language for specificity *Analysis and Evaluation of Oral and Media Communications*
- 1.11 Critique a speaker's diction and syntax in relation to the purpose of an oral communication and the impact the words may have on the audience.

EL DORADO UNION HIGH SCHOOL DISTRICT

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Course Title: **Speech (#0140)**

UNIT/STANDARD #: Unit 7: Interviewing Skills

LEARNING OUTCOME: Students will practice effective interviewing skills.

LEARNING OUTCOME	INSTRUCTIONAL STRATEGIES	ASSESSMENTS	INTERVENTIONS
<p>1. What students will learn, know, and be able to do? (Must be aligned to state content standards.)</p> <ul style="list-style-type: none"> - Demonstrate an understanding of different types of interviews. - Learn to write questions for interviews. - Learn the appropriate response in an interview situation. 	<p>2. Instructional strategies that will be used to engage students.</p> <ul style="list-style-type: none"> -Guided instruction on purposes of interviews, preparation for interviews, physical appearance, first impressions, collecting background information, structuring the interview. <p>Questioning techniques</p> <ul style="list-style-type: none"> o Informative o Probing o Loaded questions <ul style="list-style-type: none"> • Etiquette for introductions, communication during the interview, and after the interview. <ul style="list-style-type: none"> - Group discussion of personal experience -Brainstorming for questions for different interviews - Role-play with a partner (Barbara Walters, Letterman, etc). -Write a practice thank you note - Interview an adult outside of school and present results -Listen to a group discussion, either live or a taped program. Choose a method of evaluation and evaluate the discussion. Evaluations will be shared as a group. -Role play a discussion between members of a community service organization as to how to spend money earned in fundraisers. 	<p>3. How will we know that students have learned? Include both Formative (for learning) and Summative (of learning) assessment examples.</p> <p>Students will give mach interviews and receive peer and teacher evaluations, as well as self-evaluations. They will make necessary changes to improve their speaking skills.</p>	<p>4. What will we do if students don't learn? Students will learn from teacher evaluations as well as other students, and practice skills.</p> <p>5. What will we do if students already know it? There is no "mastery" level of speaking, as even the higher level students continue to improve.</p>

Content Area Standards (Please identify the source)

The students will demonstrate mastery of the following content standards:

- 2.3 Apply appropriate interviewing techniques:
 - a. Prepare and ask relevant questions.
 - b. Make notes of responses.
 - c. Use language that conveys maturity, sensitivity, and respect.
 - d. Respond correctly and effectively to questions.
 - e. Demonstrate knowledge of the subject or organization.
 - f. Compile and report responses.
 - g. Evaluate the effectiveness of the interview.

EL DORADO UNION HIGH SCHOOL DISTRICT

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Course Title: **Speech (#0140)**

UNIT/STANDARD #: Unit 8: Impromptu Speech

LEARNING OUTCOME: Students will practice organizing and presenting ideas with a minimum amount of direct preparations.

LEARNING OUTCOME	INSTRUCTIONAL STRATEGIES	ASSESSMENTS	INTERVENTIONS
<p>1. What students will learn, know, and be able to do? (Must be aligned to state content standards.)</p> <ul style="list-style-type: none"> -Identify situations in which spontaneous speaking is appropriate. -Discuss and utilize different organizational methods for impromptu speaking. - Will prepare and deliver impromptu speeches for evaluation. 	<p>2. Instructional strategies that will be used to engage students.</p> <ul style="list-style-type: none"> -Group and whole class brainstorming for situations appropriate to impromptu speaking -Common characteristics of good Impromptu speakers <ul style="list-style-type: none"> Sense of organization Abundance of background Ability to gain attention Fluency Awareness of audience -Types of impromptu topics <ul style="list-style-type: none"> General quotations One-word abstracts General analytical General literacy -Impromptu speech delivery 	<p>3. How will we know that students have learned? Include both Formative (for learning) and Summative (of learning) assessment examples.</p> <p>Students will give speeches and receive peer and teacher evaluations, as well as self-evaluations. They will make necessary changes to improve their speaking skills.</p>	<p>4. What will we do if students don't learn? Students will learn from teacher evaluations as well as other students, and practice skills.</p> <p>5. What will we do if students already know it? There is no "mastery" level of speaking, as even the higher level students continue to improve.</p>

Content Area Standards (Please identify the source)

The students will demonstrate mastery of the following content standards:

1.0 Students formulate adroit judgments about oral communication. They deliver focused and coherent presentations of their own that convey clear and distinct perspectives and solid reasoning. They use gestures, tone, and vocabulary tailored to the audience and purpose.

1.9 Analyze the occasion and the interests of the audience and choose effective verbal and nonverbal techniques (e.g., voice, gestures, eye contact) for presentations.

11-12

2.0 SPEAKING APPLICATIONS (GENRES AND THEIR CHARACTERISTICS):

Students deliver polished formal and extemporaneous presentations that combine traditional rhetorical strategies of narration, exposition, persuasion and description. Student speaking demonstrates a command of standard American English and the organization and delivery strategies outlined in Listening and Speaking Standard 1.0.

EDUCATIONAL SERVICES

Department: English / Language Arts

Course Title: **Speech (#0140)**

UNIT/STANDARD #: Unit 9: Persuasive Speech

LEARNING OUTCOME: Students will practice persuasive techniques to change attitudes or call to action as well as practice critical thinking skills as they learn to analyze persuasive appeals.

LEARNING OUTCOME	INSTRUCTIONAL STRATEGIES	ASSESSMENTS	INTERVENTIONS
<p>1. What students will learn, know, and be able to do? (Must be aligned to state content standards.)</p> <ul style="list-style-type: none"> -Develop a written speech using organizational tonal structure. - Identify and prepare the parts of the persuasive speech. - Recognize and use logos, pathos and ethos in speech. - Substantiate an argument with a variety of support/reasons. - Analyze self, audience and situations. - Differentiate between the use of research in oral and written communication. - Analyze the ethical obligation persuasion imposes. -Analyze speaker credibility. -Develop and present a persuasive speech employing appropriate research skills with a variety of sources. 	<p>2. Instructional strategies that will be used to engage students.</p> <p>Guided instruction:</p> <ul style="list-style-type: none"> • Characteristics of an effective persuasive speech • Audience analysis • Gathering Information <ul style="list-style-type: none"> o Paraphrasing o Quoting/documentation o Tests of evidence o Sources o Facts/statistics o Testimony o Tests of reasoning o Generalizations o Analogies o Casual • Delivery skills/techniques <ul style="list-style-type: none"> Arguments Propaganda Persuasive appeals: Ethos, Logos, Pathos Morality <p>Use of literary allusion, quotations, metaphor, simile.</p> <p>Student activities: Identify persuasion</p>	<p>3. How will we know that students have learned? Include both Formative (for learning) and Summative (of learning) assessment examples.</p> <p>Students will give speeches and receive peer and teacher evaluations, as well as self-evaluations. They will make necessary changes to improve their speaking skills.</p>	<p>4. What will we do if students don't learn? Students will learn from teacher evaluations as well as other students, and practice skills.</p> <p>5. What will we do if students already know it?</p> <p>There is no "mastery" level of speaking, as even the higher level students continue to improve.</p>

	<p>Ethos, logos, pathos reinforcement exercise</p> <ul style="list-style-type: none"> • Audience analysis • Analyze famous speech from history for persuasive techniques • Topic selection • Research • Speech preparation • Presentation of persuasive speech for teacher and peer evaluation • Keep a journal of persuasive speaking encountered on a daily basis for one week-review as a class. 		
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Content Area Standards (Please identify the source)

<p>The students will demonstrate mastery of the following content standards:</p> <p>California English-Language Arts Standards 9-10</p> <p>1.0 Writing Strategies Students write coherent and focused essays that convey a well-defined perspective and tightly reasoned argument. The writing demonstrates students' awareness of the audience and purpose. Student's progress through the stages of the writing process as needed.</p> <p><i>Organization and Focus</i></p> <p>1.1 Establish a controlling impression or coherent thesis that conveys a clear and distinctive perspective on the subject and maintain a consistent tone and focus throughout the piece of writing.</p> <p>1.2 Use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice.</p> <p><i>Research and Technology</i></p> <p>1.3 Use clear research questions and suitable research methods (e.g., library, electronic media, personal interview) to elicit and present evidence from primary and secondary sources.</p> <p>1.4 Develop the main ideas within the body of the composition through supporting evidence (e.g., scenarios, commonly held beliefs, hypotheses, definitions)</p> <p>1.5 Synthesize information from multiple sources and identify complexities and discrepancies in the information and the different perspectives found in each medium (e.g., almanacs, microfiche, news sources, in-dept field studies, speeches, journals, technical documents).</p> <p>1.6 Integrate quotations and citations into a written text while maintaining the flow of ideas.</p> <p>1.7 Use appropriate conventions for documentation in the text, notes, and bibliographies by adhering to those in style manuals (e.g., <i>Modern Language Association Handbook, The Chicago Manual of Style</i>).</p> <p>GRADES 11/12</p> <p>2.0 SPEAKING APPLICATIONS (GENRES AND THEIR CHARACTERISTICS):</p> <p>Students deliver polished formal and extemporaneous presentations that combine traditional rhetorical strategies of narration, exposition, persuasion and description. Student speaking demonstrates a command of standard American English and the organization and delivery strategies outlined in Listening and Speaking Standard 1.0.</p>

EL DORADO UNION HIGH SCHOOL DISTRICT

EDUCATIONAL SERVICES

Department: English / Language Arts

Course Title: **Speech (#0140)**

UNIT/STANDARD #: Unit 10: Oral Interpretation

LEARNING OUTCOME: Students will practice communicating effectively through oral reading of prose, poetry, and drama which will develop student's ability to read, comprehend, and analyze literature.

LEARNING OUTCOME	INSTRUCTIONAL STRATEGIES	ASSESSMENTS	INTERVENTIONS
<p>1. What students will learn, know, and be able to do? (Must be aligned to state content standards.)</p> <ul style="list-style-type: none"> -Learn to analyze major literary components (character, setting, mood, plot, point of view, theme) and to utilize that analysis in presentations. - Learn how to distinguish oral interpretation from other types of public speaking and from drama. -Learn how to select and evaluate materials for oral interpretation. - Develop proper reading techniques. -Increase awareness of the impact of the voice in expressing thought, emotion, and aesthetics of a work of literature. - Learn to reveal mood and emotion by appropriate bodily action. - Gain poise and self-confidence. 	<p>2. Instructional strategies that will be used to engage students.</p> <p>Guided Instruction on definition of interpretation, comparison to other forms of public speaking, standards for selection of material, and considerations for selection such as:</p> <ul style="list-style-type: none"> Speaker's taste Audience Occasion Preparation of selection <ul style="list-style-type: none"> - Vocal exercises -Tongue twisters to improve diction - Small group work in oral reading prose, poetry, or drama -Choral speaking performance -Reader's Theater performance -Non-verbal exercises -Body movements -Facial expressions -Role-playing -Character analysis in small groups -Watch videotapes of selected performances -Practice with a partner reading an excerpt from a short story. Take turns reading and evaluate delivery on the basis of emphasis, rate, and voice quality -Choose a children's story 	<p>3. How will we know that students have learned? Include both Formative (for learning) and Summative (of learning) assessment examples.</p> <p>Students will give speeches and receive peer and teacher evaluations, as well as self-evaluations. They will make necessary changes to improve their speaking skills.</p>	<p>4. What will we do if students don't learn? Students will learn from teacher evaluations as well as other students, and practice skills.</p> <p>5. What will we do if students already know it? There is no "mastery" level of speaking, as even the higher level students continue to improve.</p>

Content Area Standards (Please identify the source)

The students will demonstrate mastery of the following content standards:

California English-Language Arts Standards 9-12

Listening and Speaking Strategies

1.0 Students formulate adroit judgments about oral communication. They deliver focused and coherent presentations of their own that convey clear and distinct perspectives and solid reasoning. They use gestures, tone, and vocabulary tailored to the audience and purpose.

1.9 Analyze the occasion and the interests of the audience and choose effective verbal and nonverbal techniques (e.g., voice, gestures, eye contact) for presentations.

GRADES 11/12

1.0 LISTENING AND SPEAKING STRATEGIES:

2.0 SPEAKING APPLICATIONS (GENRES AND THEIR CHARACTERISTICS): Students deliver polished formal and extemporaneous presentations that combine traditional rhetorical strategies of narration, exposition, persuasion and description. Student speaking demonstrates a command of standard American English and the organization and delivery strategies outlined in Listening and Speaking Standard

1.0, 2.5 Recite poems, selection from speeches, or dramatic soliloquies with attention to performance details to achieve clarity, force, and aesthetic effect and to demonstrate an understanding of the meaning (e.g., Hamlet's soliloquy "To Be or Not to Be").

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UNIT/STANDARD #: Unit 11: Special Occasion Speech

LEARNING OUTCOME: Students will be able to distinguish between the different types of special occasion speeches and prepare and deliver a special occasion speech.

LEARNING OUTCOME	INSTRUCTIONAL STRATEGIES	ASSESSMENTS	INTERVENTIONS
<p>1. What students will learn, know, and be able to do? (Must be aligned to state content standards.)</p> <ul style="list-style-type: none"> - Demonstrate an understanding of the nine major types of special occasion speeches. - Understand the components necessary to give a successful special occasion speech. - 	<p>2. Instructional strategies that will be used to engage students.</p> <p>Guided Instruction on guidelines for the delivery of nine special occasion speeches such as:</p> <ul style="list-style-type: none"> the speech of introduction, the speech of welcome, the speech of inspiration, the speech of farewell, the speech of presentation, the speech of acceptance, the speech of tribute, the after dinner speech, and the eulogy. <ul style="list-style-type: none"> - Suggestions for how to develop and deliver an effective special occasion speech such as: <ul style="list-style-type: none"> Personal stories Emphasize the position Organize Keep it brief -Partner and small group sharing of anecdotes and ice breakers -Create outline for special occasion speech -Presentation of special occasion speech 	<p>3. How will we know that students have learned? Include both Formative (for learning) and Summative (of learning) assessment examples.</p> <p>Students will give speeches and receive peer and teacher evaluations, as well as self-evaluations. They will make necessary changes to improve their speaking skills.</p>	<p>4. What will we do if students don't learn? Students will learn from teacher evaluations as well as other students, and practice skills.</p> <p>5. What will we do if students already know it?</p> <p>There is no "mastery" level of speaking, as even the higher level students continue to improve.</p>

Content Area Standards (Please identify the source)

The students will demonstrate mastery of the following content standards:

California English-Language Arts Standards 9-12

2.0 SPEAKING APPLICATIONS (GENRES AND THEIR CHARACTERISTICS): Students deliver polished formal and extemporaneous presentations that combine traditional rhetorical strategies of narration, exposition, persuasion and description. Student speaking demonstrates a command of standard American English and the organization and delivery strategies outlined in Listening and Speaking Standard

1.0 *Organization and Delivery of Oral Communication*

1.4 Choose appropriate techniques for developing the introduction and conclusion (e.g., by using literary quotations, anecdotes, references to authoritative sources).

1.9 Analyze the occasion and the interests of the audience and choose effective verbal and nonverbal techniques (e.g., voice, gestures, eye contact) for presentations.

1.11 Assess how language and delivery affect the mood and tone of the oral communication and make an impact on the audience.

1.12 Evaluate the clarity, quality, effectiveness, and general coherence of a speaker's important Standard 1.0.

EL DORADO UNION HIGH SCHOOL DISTRICT

EDUCATIONAL SERVICES

Department: English / Language Arts

Course Title: **Speech (#0140)**

UNIT/STANDARD #: Unit 12: Debate

LEARNING OUTCOME: Students will practice proper techniques for formal debates and demonstrate the importance of using logic and reason to support opinions.

LEARNING OUTCOME	INSTRUCTIONAL STRATEGIES	ASSESSMENTS	INTERVENTIONS
<p>1. What students will learn, know, and be able to do? (Must be aligned to state content standards.)</p> <ul style="list-style-type: none"> - Understand the terminology associated with formal debates. -Develop skills in using logic and reason to support assertions. - Learn to counter arguments through refutation and rebuttal. -Understand thesis and antithesis. - Understand how to use the skills and abilities of each member of the team to effectively debate a controversial issue. 	<p>2. Instructional strategies that will be used to engage students.</p> <ul style="list-style-type: none"> -Guided Instruction on terminology used in formal debate such as affirmative, negative, rebuttal, refutation, judging, adjudicating, concessions, matter, method, manner -How to evaluate both primary and secondary sources with special attention given to internet resources - Suggestions for how to develop and deliver an effective special occasion speech such as: <ul style="list-style-type: none"> Personal stories Emphasize the position Organize Keep it brief -Partner and small group sharing of anecdotes and ice breakers -Create outline for special occasion speech -Presentation of special occasion Speech students prepare to compete in a formal debate by completing the following: <ul style="list-style-type: none"> Research/note taking Index cards Flow Chart outlining the case 	<p>3. How will we know that students have learned? Include both Formative (for learning) and Summative (of learning) assessment examples.</p> <p>Students will give speeches and receive peer and teacher evaluations, as well as self-evaluations. They will make necessary changes to improve their speaking skills.</p>	<p>4. What will we do if students don't learn? Students will learn from teacher evaluations as well as other students, and practice skills.</p> <p>5. What will we do if students already know it? There is no "mastery" level of speaking, as even the higher level students continue to improve.</p>

	-Prepare each team member for the assigned role in debate: 1st affirmative, 1st negative, 2nd affirmative, 2nd negative, negative rebuttal, affirmative rebuttal, negative close, affirmative close Practice debating as a team		
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Content Area Standards (Please identify the source)

<p>The students will demonstrate mastery of the following content standards:</p> <p>2.0 Reading Comprehension (Focus on Informational Materials) 2.4 Make warranted and reasonable assertions about the author's arguments by using elements of the text to defend and clarify interpretations. 2.5 Analyze an author's impact and explicit philosophical assumptions and beliefs about a subject.</p> <p>1.0 Writing Strategies <i>Research and Technology</i> 1.6 Develop presentations by using clear research questions and creative and critical research strategies (e.g., field studies, oral histories, interviews, experiments, electronic sources). 1.7 Use systematic strategies to organize and record information (e.g., anecdotal scripting, annotated bibliographies).</p> <p>1.0 Listening and Speaking Strategies <i>Organization and Delivery of Oral Communication</i> 1.5 Distinguish between and use various forms of classical and contemporary logical arguments, including: a. Inductive and deductive reasoning b. Syllogisms and analogies 1.6 Use logical, ethical, and emotional appeals that enhance a specific tone and purpose. <i>Analysis and Evaluation of Oral and Media Communications</i> 1.12 Identify logical fallacies used in oral addresses (e.g., attach <i>ad hominem</i>, false causality, red herring, overgeneralization, bandwagon effect). 2.3 Deliver oral responses to literature: c. Support important ideas and viewpoints through accurate and detailed references to the text or to other works. d. Include information on all relevant perspectives and consider the validity and reliability of sources.</p>

EL DORADO UNION HIGH SCHOOL DISTRICT

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Department: English / Language Arts

Course Title: **Speech (#0140)**

UNIT/STANDARD #: Unit 13: Theater

LEARNING OUTCOME: Students will be able to distinguish between formal and informal theater and practice in informal theater.

LEARNING OUTCOME	INSTRUCTIONAL STRATEGIES	ASSESSMENTS	INTERVENTIONS
<p>1. What students will learn, know, and be able to do? (Must be aligned to state content standards.)</p> <ul style="list-style-type: none"> - Understand the historical development of drama. - Understand the relationships among Characters - Learn to develop a character voice -Prepare and present informal presentations to both small and large groups. 	<p>2. Instructional strategies that will be used to engage students.</p> <p>Guided Instruction on History of Greek Theater, Roman Theater, Renaissance Theater, Restoration Theater, Nineteenth-Century Theater, and Contemporary Theater</p> <p>Protagonist and Antagonist</p> <p>Projection, Rate, and Movement</p> <ul style="list-style-type: none"> - Suggestions for how to develop and deliver an effective special occasion speech such as: <ul style="list-style-type: none"> Personal stories Emphasize the position Organize Keep it brief -Partner and small group sharing of anecdotes and ice breakers -Create outline for special occasion speech -Presentation of special occasion Speech - Pantomiming-Identify the kinds of gestures, facial expressions, and movements that would be needed to pantomime situations selected randomly from a hat i.e. losing money in a vending machine, walking barefoot on a hot sidewalk, etc. 	<p>3. How will we know that students have learned? Include both Formative (for learning) and Summative (of learning) assessment examples.</p> <p>Students will give speeches and receive peer and teacher evaluations, as well as self-evaluations. They will make necessary changes to improve their speaking skills.</p>	<p>4. What will we do if students don't learn? Students will learn from teacher evaluations as well as other students, and practice skills.</p> <p>5. What will we do if students already know it?</p> <p>There is no "mastery" level of speaking, as even the higher level students continue to improve.</p>

	<ul style="list-style-type: none"> -Improvising -Dramatic situation -Dialogue -Characterization -Work in small groups to present a scene from a play. Block movements and rehearse lines. -Storytelling -Observe and record mannerisms of people you know well or whom you see on a regular basis. List specific mannerisms you would need to adopt to capture the character of the person. 		
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Content Area Standards (Please identify the source)

<p>The students will demonstrate mastery of the following content standards:</p> <p>California English-Language Arts Standards 9-12 9-10 3.0 Literary Response and Analysis <i>Structural Features of Literature</i> 3.1 Articulate the relationship between the expressed purposes and the characteristics of different forms of dramatic literature (e.g., comedy, tragedy, drama, dramatic monologue) 3.10 Identify and describe the function of dialogue, scene designs, soliloquies, asides, and character foils in dramatic literature.</p> <p>1.0 Listening and Speaking Strategies <i>Organization and Delivery of Oral Communication</i> 1.7 Use props, visual aids, graphs, and electronic media to enhance the appeal and accuracy of presentations for presentations. 1.11 Assess how language and delivery affect the mood and tone of the oral communication and make an impact on the audience. 1.14 Identify the aesthetic effects of a media presentation and evaluate the techniques used to create them (e.g., compare Shakespeare's <i>Henry V</i> with Kenneth Branagh's 1990 film version).</p> <p>2.0 Speaking Applications (Genres and Their Characteristics) Students deliver polished formal and extemporaneous presentations that combine the traditional rhetorical strategies of narration, exposition, persuasion, and description. 2.1. Deliver narrative presentations: d. Pace the presentation of actions to accommodate time or mood changes.</p>

EL DORADO UNION HIGH SCHOOL DISTRICT

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Department: English / Language Arts

Course Title: **Speech (#0140)**

UNIT/STANDARD #: Unit 14: Parliamentary Procedure

LEARNING OUTCOME: Students will understand the principles of Parliamentary Procedure.

LEARNING OUTCOME	INSTRUCTIONAL STRATEGIES	ASSESSMENTS	INTERVENTIONS
<p>1. What students will learn, know, and be able to do? (Must be aligned to state content standards.)</p> <ul style="list-style-type: none"> - Understand the procedures for running meetings. - Understand the key officers of a parliamentary organization and be able to describe the responsibilities of each. - Understand the five classifications of motions. 	<p>2. Instructional strategies that will be used to engage students.</p> <p>Guided Instruction on:</p> <ul style="list-style-type: none"> One item at a time Open discussion Equality of voting rights The majority rules Protection of minority rights <ul style="list-style-type: none"> - Suggestions for how to develop and deliver an effective special occasion speech such as: <ul style="list-style-type: none"> Personal stories Emphasize the position Organize Keep it brief -Partner and small group sharing of anecdotes and ice breakers -Create outline for special occasion speech -Presentation of special occasion Speech - Duties of Officers Chairperson, vice chair-person, Secretary Attend a meeting of formal group to observe and record the principles of parliamentary procedure. Discuss observations as a class Run a mock meeting for an organization. 	<p>3. How will we know that students have learned? Include both Formative (for learning) and Summative (of learning) assessment examples.</p> <p>Students will give speeches and receive peer and teacher evaluations, as well as self-evaluations. They will make necessary changes to improve their speaking skills.</p>	<p>4. What will we do if students don't learn? Students will learn from teacher evaluations as well as other students, and practice skills.</p> <p>5. What will we do if students already know it?</p> <p>There is no "mastery" level of speaking, as even the higher level students continue to improve.</p>

	Practice making and amending motions. Watch local television programs that carry proceedings of local legislative bodies. Report observations to class		
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Content Area Standards (Please identify the source)

The students will demonstrate mastery of the following content standards:

California English-Language Arts Content Standards 9-10

1.0 Listening and Speaking Strategies
 Students formulate adroit judgments about oral communication. They deliver focused and coherent presentations of their own that convey clear and distinct perspectives and solid reasoning. They use gestures, tone, and vocabulary tailored to the audience and purpose.

2.0 Speaking Applications (Genres and Their Characteristics) Students deliver polished formal and extemporaneous presentations that combine the traditional rhetorical strategies of narration, exposition, persuasion, and description. Student speaking demonstrates a command of standard American English and the Organizational and delivery strategies outlined in Listening and Speaking Standard 1.0.