

**Trinity Area School District  
Template for Curriculum Mapping**

<b>Course:</b> Advanced Public Speaking <b>Grade:</b> 10-11-12	<i>Advanced Public Speaking &amp; Media 1/2 credit 1 semester</i> <i>This semester course will take the student beyond the basic skills taught in public speaking and debate. Students will work both in a group and independently in the advanced areas of oral interpretation, speech writing, and debating. Technology usage will be incorporated into each assignment. A class project to extend beyond the classroom (Ex. A group presentation to other classes or a community project) will give the student a broader view of communication.</i>
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**Overarching Big Ideas, Enduring Understandings, and Essential Questions**  
(These “spiral” throughout the entire curriculum.)

<b>Big Idea</b> (A Big Idea is typically a noun and always transferable within and among content areas.)	<b>Standard(s) Addressed</b> (What Common Core Standard(s) and/or PA Standard(s) addresses this Big Idea?)	<b>Enduring Understanding(s)</b> (SAS refers to Enduring Understandings as “Big Ideas.” EUs are the understandings we want students to carry with them after they graduate. EUs will link Big Ideas together. Consider having only one or two EUs per Big Idea.)	<b>Essential Question(s)</b> (Essential Questions are broad and open ended. Sometimes, EQs can be debated. A student’s answer to an EQ will help teachers determine if he/she truly understands. Consider having only one or two EQs per Enduring Understanding.)
<b>Connections</b>	<b>CC.1.2.11-12.E</b> <b>Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</b>	You should develop your point of view on an issue based on reasoning or examples taken from your reading, studies, experience, or observations.	Why is it important to connect what you have learned, both on your own and in school, to real-world issues?  Why is it important to connect with the audience when making a presentation?
<b>Cooperation</b>	<b>1.6.11.A:</b> Listen critically and respond to others in small and large group situations. Respond with grade level appropriate questions, ideas, information or opinions.	Learning to work with others develops not only the individual’s learning and collaboration processes, but also develops leadership skills for future employment.	What are advantages and disadvantages when you work with a partner or in a group?
<b>Truth</b>	<b>CC.1.3.11-12.A</b> <b>Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text.</b>  <b>CC.1.8.10.B:</b> Conduct inquiry and research on self-selected or assigned topics, issues, or problems using information from a variety of sources; document sources using a consistent format for citations.  <b>Demonstrate that sources have been evaluated for accuracy, bias, and credibility.</b>  <b>Organize information by classifying,</b>	Certain truths, morals, and/or messages are explored repeatedly through fictional and non-fictional works because they are indicative of human nature.  In order to have legitimate arguments for discussions and speech writing, the presenter must have researched the facts and the sources that formulate the presentation.  Ethical speeches identify the facts, the sources, and presenter’s opinions/conclusions.	What are the best sources for preparing for a speech?  Why must objective and subjective sources be documented and presented when making a presentation?

	<b>categorizing, and sequencing. Demonstrate the distinction between one’s own ideas from the ideas of others, and includes a reference page.</b>		
<b>Written Expression</b>	<b>CC.1.4.11-12.E</b> <b>Write with an awareness of the stylistic aspects of composition.</b>	Writers use a variety of stylistic techniques to engage their readers.	Why do the variety of styles of debate require different written formats?
<b>Discussion</b>  <b>Inference</b>	<p><b>CC.1.5.11-12.A:</b> Initiate and participate effectively in a range of collaborative discussions on grades level topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p><b>CC.1.5.11-12.B:</b> Evaluate how the speaker’s perspective, reasoning, and use of evidence and rhetoric affect the credibility of an argument through the author’s stance, premises, links among ideas, word choice, points of emphasis, and tone.</p> <p><b>CC.1.5.11-12.C:</b> Integrate multiple sources of information presented in diverse formats and media (e.g. visually, quantitative, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> <p><b>CC.1.5.11-12.D:</b> Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task.</p>	<p>Documentation of ideas and information to prove a point needs to be factual rather than emotional when preparing a presentation.</p> <p>A variety of sources and presentational methods can add clarity to a presentation.</p>	<p>What is the difference between argumentative and persuasive writing?</p> <p>How can technology add to a speech presentation, discussion or debate?</p>



teach this unit?)		within and among content areas.)		“Big Ideas.” EUs are the understandings we want students to carry with them after they graduate. EUs will link Big Ideas together. Consider having only one or two EUs per Big Idea.)	EQs can be debated. A student’s answer to an EQ will help teachers determine if he/she truly understands. Consider having only one or two EQs per Enduring Understanding.)	determine if students have answered the Essential Questions?)	this unit use to help students understand the Big Ideas?)
August/ September	<b>Speaking and listening Skills</b>	<b>Connections</b>	<b>C.C.1.2.11.B:</b> Distinguish among facts and opinions, evidence, and inference across a variety of texts by using complete and accurate information, coherent arguments and points of view.	Learning to communicate clearly is necessary throughout life.	Why do good delivery skills enhance a presentation?	Speech rubric	<b>COMMUNICATION MATTERS (text)</b>
	Introductions	<b>Speaking and Listening</b>		Listening as an audience member is important in communication.	What characteristics does an interesting speech have?		<b>Teacher handouts</b>
	<b>Audience Analysis</b>	<b>Technology</b>					<b>Trinity HS Library Databases</b>
		<b>Truth</b>	<b>1.2.11.C:</b> Examine the author’s explicit and implicit bias and assumptions, beliefs about a subject, use of fact and/or opinion, and/or the author’s argument or defense of a claim as related to essential and non-essential information.				
	<b>Interviewing</b>	<b>Written Expression</b>		Writing and speaking in a clear concise manner will add credibility to the presenter’s message.	How can a person fairly judge the quality of a speech?		
			<b>CC.1.4.11-12.A:</b> Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information		Why will writing and speaking in a clear, organized and documented presentation add to the validity arguments, speeches and debates?		

			<p>clearly and accurately.</p> <p><b>CC.1.4.11-12.B:</b> Write with a sharp distinct focus identifying topic, task, and audience.</p> <p><b>CC.1.5.11-12.G:</b> Demonstrate command of the conventions of standard English when speaking based on grade 10-11-12 level and content.</p>				
September	<p><b>Speech Evaluation</b></p> <p><b>Informative Speech</b></p> <p><b>Research Strategies</b></p>	<p><b>Inference</b></p> <p><b>Speaking and Listening</b></p> <p><b>Technology</b></p> <p><b>Truth</b></p>	<p><b>1.2.11.B:</b> Distinguish among facts and opinions, evidence, and inference across a variety of texts by using complete and accurate information, coherent arguments and points of view.</p> <p><b>1.2.11.C:</b> Examine the author's explicit and implicit bias and assumptions, beliefs about a subject, use of fact and/or opinion, and/or the author's argument or defense of</p>	<p>You should develop your point of view on an issue based on reasoning or examples taken from your reading, studies, experience, or observations.</p> <p>When working with a partner, you should be prepared and be open to new ideas.</p> <p>Everyone should be aware of the many issues that occur in</p>	<p>Why is it always important to document and cite your sources?</p> <p>Where are the most credible sources located?</p> <p>Why is it important to be prepared before and during the time you are working with a partner or a group?</p> <p>Why Is it important to listen to the news?</p>	<p>Debate rubric (includes research rubric)</p> <p>Speech Rubric</p>	<p><b>COMMUNICATION MATTERS (text)</b></p> <p><b>Teacher handouts</b></p> <p><b>Trinity HS Library Databases</b></p>

	<p><b>Persuasive Speech</b></p>	<p><b>Written Expressions</b></p> <p><b>Argumentation</b></p>	<p>a claim as related to essential and non-essential information.</p> <p><b>CC.1.5.11-12.A</b> : Initiate and participate effectively in a range of collaborative discussions on grades level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p><b>CC.1.4.11-12.A:</b> Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.</p> <p><b>CC.1.4.11-12.B:</b> Write with a sharp distinct focus identifying topic, task, and audience.</p> <p><b>CC.1.5.11-12.B:</b> Evaluate how the speaker's perspective, reasoning, and use of evidence and rhetoric</p>	<p>each day that affect us personally, at school, at home and in the world.</p> <p>It is important to convey one's message clearly and distinctly.</p> <p>Listening to the content of the message, the documentation, and its credibility is vital for good communication.</p>	<p>Why is it important to research and discuss a variety of topics – local, national and international?</p> <p>Why is it important to clearly present a speech, an argument or a discussion point?</p> <p>How does being a good listener in a debate and in everyday life make one a better informed individual?</p>		
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affect the credibility of an argument through the author's stance, premises, links among ideas, word choice, points of emphasis, and tone.

**CC.1.5.11-12.C:**

Integrate multiple sources of information presented in diverse formats and media (e.g. visually, quantitative, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

**CC.1.5.11-12.D:** Present information, findings, and supporting evidence, conveying a clear and distinct perspective;

			<p>organization, development, substance, and style are appropriate to purpose, audience, and task.</p> <p><b>CC.1.5.11-12.G:</b> Demonstrate command of the conventions of standard English when speaking based on grade 10-11-12 level and content.</p> <p><b>CC.1.5.11-12.E:</b> Adapt speech to a variety of contexts and tasks.</p>				
		<p><b>Inferencing</b></p> <p><b>Speaking and Listening</b></p> <p><b>Technology</b></p> <p><b>Truth</b></p> <p><b>Written Expressions</b></p>	<p><b>1.2.11.B:</b> Distinguish among facts and opinions, evidence, and inference across a variety of texts by using complete and accurate information, coherent arguments and points of view.</p> <p><b>1.2.11.C:</b> Examine the author's explicit and implicit bias and assumptions, beliefs about a subject, use of fact and/or opinion,</p>	<p>Published books and databases provide more credible sources than general internet searches.</p> <p>An ethical presentation includes credible sources, and the accurate usage of these sources and the distinction between these documents and the speaker's own ideas.</p>	<p>What is the importance of carefully looking at, evaluating, and documenting your sources?</p> <p><b>Why is it important to accurately present sources, their content and distinguish that from the speaker's own ideas?</b></p>	<p>Research rubric</p>	<p><b>COMMUNICATION MATTERS (text)</b></p> <p><b>Teacher handouts</b></p> <p><b>Trinity HS Library Databases</b></p>



			<p>and/or the author's argument or defense of a claim as related to essential and non-essential information.</p> <p><b>1.8.10.B: Conduct inquiry and research on self-selected or assigned topics, issues, or problems using information from a variety of sources; document sources using a consistent format for citations. Demonstrate that sources have been evaluated for accuracy, bias, and credibility. Organize information by classifying, categorizing, and sequencing. Demonstrate the distinction between one's own ideas from the ideas of others, and includes a reference page.</b></p>				
October							

	<b>Informative Speech Project</b>  <b>Radio Announcing unit</b>  <b>Video Basics</b>  <b>Editorial</b>	<b>Inferencing</b>  <b>Speaking and Listening</b>  <b>Technology</b>  <b>Truth</b>  <b>Written Expressions</b>	<b>CC.1.5.11-12.B:</b> Evaluate how the speaker’s perspective, reasoning, and use of evidence and rhetoric affect the credibility of an argument through the author’s stance, premises, links among ideas, word choice, points of emphasis, and tone.	Doing your own research and listening carefully enables you, the audience member, to make informed evaluations of presentations and documentation.  Electronic equipment is expensive and should be handled properly?  Audience analysis and solid research is important when making an editorial.	What is the importance of listening and documenting sources?  	Speech rubric  Video checklists	<b>COMMUNICATION MATTERS (text)</b>  <b>Teacher handouts</b>  <b>Trinity HS Library Databases</b>
November	<b>Public Service Announcement PSA</b>  <b>Collecting Oral Histories</b>	<b>Inferencing</b>  <b>Speaking and Listening</b>  <b>Technology</b>  <b>Truth</b>  <b>Written Expressions</b>		Making a PSA requires thought and research as to what issue is important to present to the public.  Planning and creating a PSA that will appeal to the audience is a challenge.  Begin prepared for an interview is very important. Accurate documentation is necessary.	Can one PSA appeal to all audiences?  What are considerations to make when preparing a PSA?  Why is preparation and audience analysis importance before you go out on an interview?  What materials are needed before an interview?	<b>PSA Rubric</b>  <b>Teacher forms</b>	<b>COMMUNICATION MATTERS (text)</b>  <b>Teacher handouts</b>  <b>Trinity HS Library Databases</b>
December	<b>Advertising</b>  <b>Commercial</b>	<b>Communities</b>  <b>Inferencing</b>	<b>1.2.11.B:</b> Distinguish among facts and opinions, evidence, and inference across a	Learning advertising techniques makes an individual a better consumer.  Marketing is a major force today especially	Do you think that sometimes people buy an item because of the advertisement rather than thinking if they really need it?	Rubrics	<b>COMMUNICATION MATTERS (text)</b>  <b>Teacher handouts</b>  <b>Trinity HS Data Bases</b>

		<p><b>Speaking and Listening</b></p> <p><b>Technology</b></p> <p><b>Truth</b></p> <p><b>Written Expressions</b></p>	<p>variety of texts by using complete and accurate information, coherent arguments and points of view.</p> <p><b>1.2.11.C:</b> Examine the author’s explicit and implicit bias and assumptions, beliefs about a subject, use of fact and/or opinion, and/or the author’s argument or defense of a claim as related to essential and non-essential information.</p> <p><b>CC.1.5.11-12.A :</b> Initiate and participate effectively in a range of collaborative discussions on grades level topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p><b>CC.1.4.11-12.A:</b> Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.</p>	<p>on the internet.</p>	<p>Do you think that the media – including internet sites – is totally accurate and ruthless in their marketing?</p>		<p><b>Interviews</b></p>
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**CC.1.4.11-12.B:** Write with a sharp distinct focus identifying topic, task, and audience.

**CC.1.5.11-12.B:**

Evaluate how the speaker's perspective, reasoning, and use of evidence and rhetoric affect the credibility of an argument through the author's stance, premises, links among ideas, word choice, points of emphasis, and tone.

**CC.1.5.11-12.F:**

Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.

**CC.1.5.11-**

**12.G:** Demonstrate command of the conventions of standard English when speaking based on grade 11-12 level and content.

January	<p><b>Class informative project presentation</b></p> <p><b>Individual Final Speeches</b></p>	<p><b>Inferencing</b></p> <p><b>Speaking and Listening</b></p> <p><b>Technology</b></p> <p><b>Truth</b></p> <p><b>Written Expressions</b></p> <p><b>Cooperation</b></p>	<p><b>1.2.11.B:</b> Distinguish among facts and opinions, evidence, and inference across a variety of texts by using complete and accurate information, coherent arguments and points of view.</p> <p><b>1.2.11.C:</b> Examine the author’s explicit and implicit bias and assumptions, beliefs about a subject, use of fact and/or opinion, and/or the author’s argument or defense of a claim as related to essential and non-essential information.</p> <p><b>CC.1.5.11-12.A :</b> Initiate and participate effectively in a range of collaborative discussions on grades level topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p><b>CC.1.4.11-12.A:</b> Write informative/ explanatory</p>	<p>Working together for a final group presentation is commonplace in many jobs and community service projects.</p> <p>Working to make a presentation effective, accurate and interesting includes visually pleasing uses of technology.</p> <p>The final presentation in any class shows the knowledge you have learned throughout the semester.</p>	<p>Why is preparation vital for a group presentation?</p> <p>Why is technology use expected in major presentations?</p> <p>Why do technology presentations need to be practiced and timed before a presentation?</p> <p>What is the final impression a student wishes to leave on his/her class at the end of the semester?</p>	<p><b>Rubric</b></p>	<p><b>COMMUNICATION MATTERS (text)</b></p> <p><b>Teacher handouts</b></p> <p><b>Trinity HS Library Data bases</b></p>
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texts to examine and convey complex ideas, concepts, and information clearly and accurately.

**CC.1.4.11-12.B:** Write with a sharp distinct focus identifying topic, task, and audience.

CC.1.5.11-12.B: Evaluate how the speaker's perspective, reasoning, and use of evidence and rhetoric affect the credibility of an argument through the author's stance, premises, links among ideas, word choice, points of emphasis, and tone.

**CC.1.5.11-12.D:** Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task.

**CC.1.5.11-12.E:** Adapt speech to a variety of contexts and tasks.

**CC.1.5.11-12.G:**  
Demonstrate command of the conventions of standard English when speaking based on grade 11-12 level and content.

**1.9.11.A:** Use media and technology resources for research, information analysis, problem solving, and decision making in content learning. Identify complexities and inconsistencies in the information and the different perspectives found in each medium.

**1.9.11.B:** Evaluate how the techniques used in media modify traditional society.

**16.2.12.B:** Interact with family, work and community demonstrating respect, cooperation, and

			acceptance of differences in others.  <b>16.2.12.C:</b> Use communication skills to effectively interact with others.				
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