

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

Course: Public Speaking Grade: 10-11-12	Overview of Course <i>1 semester</i>	<p><i>This course is designed to give the student an introduction to the characteristics and the needs of every type of speaker as well as an opportunity to plan and participate in the process of confident temporary oral communication. An emphasis will be placed on oral presentations, original speeches, impromptu, extemporaneous speaking, and extemporaneous speaking.</i></p>
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Overarching Big Ideas, Enduring Understandings, and Essential Questions
(These “spiral” throughout the entire curriculum.)

Big Idea (A Big Idea is typically a noun and always transferable within and among content areas.)	Standard(s) Addressed (What Common Core Standard(s) and/or PA Standard(s) addresses this Big Idea?)	Enduring Understanding(s) (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.)	Essential Question(s) (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.)
Connections	CC.1.2.11-12.E 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.	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?
Cooperation	1.6.11.A: 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?
Truth	CC.1.3.11-12.A 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. CC.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	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?

	<p>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.</p>		
Written Expression	<p>CC.1.4.11-12.E Write with an awareness of the stylistic aspects of composition.</p>	<p>Writers use a variety of stylistic techniques to engage their readers.</p>	
<p>Discussion</p> <p>Inference</p>	<p>CC.1.5.11-12.A: 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>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.</p> <p>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.</p> <p>CC.1.5.11-12.D: Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization,</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>

	development, substance, and style are appropriate to purpose, audience, and task.		
Speaking and Listening	<p>CC.1.6.11.A: Listen critically and respond to others in small and large group situations. Respond with grade level appropriate questions, ideas, information of opinions.</p> <p>CC. 1.6.11.B: Demonstrate awareness of audience using appropriate volume and clarity in formal speaking presentations</p>	<p>A vital part of understanding and discussion is listening and interacting to what is being presented.</p> <p>A speaker needs to be sure to make his/her presentation is heard so that there is a clear understanding of the message to the audience.</p>	<p>What is one reason that miscommunication and misunderstandings can occur in school, at home and in real life situations?</p> <p>How does a speaker show preparation, respect and audience analysis when making a presentation?</p>
Technology Creativity	<p>CC1.9.11.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.</p> <p>1.4.11.A: Write poems, short stories, and plays.</p>	<p>In the 21st century, people need to learn to use technology responsibly and analyze the media's information for accuracy.</p> <p>Fiction writing about thoughts and ideas enables one to develop creativity. Fiction writing about thoughts and ideas enables one to develop creativity.</p>	<p>Why is much of the media often biased in its presentations? How do advertising dollars and corporate ownership possibly relate to media information?</p> <p>How can the use of media and technology add to a presentation?</p> <p>How do writing poems, short stories and plays help students express themselves?</p>

Big Ideas, Enduring Understandings, and Essential Questions Per Unit of Study
(These do NOT "spiral" throughout the entire curriculum, but are specific to each unit.)

Month of Instruction	Title of Unit	Big Idea(s) (A Big Idea is	Standard(s) Addressed (What Common Core	Enduring Understanding(s)	Essential Question(s)	Common Assessment(s)*	Common Resource(s)*
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(In what month(s) will you teach this unit?)		typically a noun and always transferable within and among content areas.)	Standard(s) and/or PA Standard(s) addresses this Big Idea?)	(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.)	(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.)	(What assessments will all teachers of this unit use to determine if students have answered the Essential Questions?)	Used (What resources will all teachers of this unit use to help students understand the Big Ideas?)
							Note: Materials and Resources listed on the PA SAS Standards website will be used throughout the semester.
Month #1	<p>Speaking and listening Skills</p> <p>Introductions</p> <p>Audience Analysis</p>	<p>Connections</p> <p>Speaking and Listening</p> <p>Technology</p> <p>Truth</p> <p>Written Expression</p>	<p>CC.16.2.12.C: Use communication skills to effectively interact with others.</p> <p>CC.1.5.11-12.G: Demonstrate command of the conventions of standard English when speaking based on grade 10-11-12 level and content.</p> <p>CC.1.5.11-12.A : Initiate</p>	<p>Learning to communicate clearly is necessary throughout life.</p> <p>Listening as an audience member is important in communication.</p> <p>Writing and speaking in a clear concise manner will add credibility to the presenter’s message.</p>	<p>Why do good delivery skills enhance a presentation?</p> <p>What characteristics does an interesting speech have?</p> <p>How can a person fairly judge the quality of a speech?</p>	Speech rubric	<p>COMMUNICATION MATTERS (text)</p> <p>Teacher handouts</p> <p>Trinity HS Library Databases</p>

Month #2	<p>Informative Speech Project</p> <p>Storytelling unit</p> <p>Video</p> <p>Research Strategies</p> <p>Persuasive Speech</p>	<p>Inference</p> <p>Speaking and Listening</p> <p>Technology</p> <p>Truth</p> <p>Written Expressions</p> <p>Argumentation</p>	<p>1.2.11.C: 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>CC.1.4.11-12.A: Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.</p> <p>CC.1.4.11-12.B: Write with a sharp distinct focus identifying topic, task, and audience.</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 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>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>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</p>	<p>Speech Rubric</p>	<p>COMMUNICATION MATTERS (text)</p> <p>Teacher handouts</p> <p>Trinity HS Library Databases</p>
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		<p>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.</p> <p>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.</p> <p>CC.1.5.11-12.D: Present</p>	<p>Listening to the content of the message, the documentation, and its credibility is vital for good communication.</p>	<p>one a better informed individual?</p>		
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			<p>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>CC.1.5.11-12.G: Demonstrate command of the conventions of standard English when speaking based on grade 10-11-12 level and content.</p> <p>CC.1.5.11-12.E: Adapt speech to a variety of contexts and tasks.</p>				
		<p>Inferencing</p> <p>Speaking and Listening</p> <p>Technology</p> <p>Truth</p>	<p>1.2.11.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>1.2.11.C: Examine the</p>	<p>Published books and databases provide more credible sources than general internet searches.</p> <p>An ethical presentation includes</p>	<p>What is the importance of carefully looking at, evaluating, and documenting your sources?</p> <p>Why is it important to accurately</p>	<p>Research rubric</p>	<p>COMMUNICATION MATTERS (text)</p> <p>Teacher handouts</p> <p>Trinity HS Library Databases</p>

		<p>Written Expressions</p>	<p>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>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</p>	<p>credible sources, and the accurate usage of these sources and the distinction between these documents and the speaker's own ideas.</p>	<p>present sources, their content and distinguish that from the speaker's own ideas?</p>		
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			reference page.				
Month #3	Point – Counterpoint Video	Inferencing Speaking and Listening Technology Truth Written Expressions	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.	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	COMMUNICATION MATTERS (text) Teacher handouts Trinity HS Library Databases
	Collecting Oral Histories	Inferencing Speaking and Listening Technology Truth Written Expressions		. . Begin prepared for an interview is very important. Accurate documentation is necessary.	Why is preparation and audience analysis importance before you go out on an interview? What materials are needed before an interview?	PSA Rubric Teacher forms	COMMUNICATION MATTERS (text) Teacher handouts Trinity HS Library Databases
Month #4	Advertising Commercial	Communities Inferencing	1.2.11.B: Distinguish among facts and opinions, evidence, and	Learning advertising techniques makes an individual a better consumer.	Do you think that sometimes people buy an item because of the advertisement rather than thinking if they	Rubrics	COMMUNICATION MATTERS (text) Teacher handouts

		<p>Speaking and Listening</p> <p>Technology</p> <p>Truth</p> <p>Written Expressions</p>	<p>inference across a variety of texts by using complete and accurate information, coherent arguments and points of view.</p> <p>1.2.11.C: 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>CC.1.5.11-12.A : 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>CC.1.4.11-12.A: Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.</p>	<p>Marketing is a major force today especially on the internet.</p>	<p>really need it?</p> <p>Do you think that the media – including internet sites – is totally accurate and ruthless in their marketing?</p>		<p>Trinity HS Data Bases</p> <p>Interviews</p>
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			<p>CC.1.4.11-12.B: Write with a sharp distinct focus identifying topic, task, and audience.</p> <p>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.</p> <p>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.</p> <p>CC.1.5.11-12.G: Demonstrate command of the conventions of standard English when speaking based on grade 11-12 level and content.</p>				
Month #5	Class informative project	Inferencing	1.2.11.B: Distinguish among facts and	Working together for a final group	Why is preparation vital for a group		COMMUNICATION MATTERS (text)

	<p>presentation</p> <p>Individual Final Cumulative Content Speeches</p> <p>Graduation Speech</p>	<p>Speaking and Listening</p> <p>Technology</p> <p>Truth</p> <p>Written Expressions</p> <p>Cooperation</p>	<p>opinions, evidence, and inference across a variety of texts by using complete and accurate information, coherent arguments and points of view.</p> <p>1.2.11.C: 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>CC.1.5.11-12.A : 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>CC.1.4.11-12.A: Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information</p>	<p>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>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>Rubric</p>	<p>Teacher handouts</p> <p>Trinity HS Library Data bases</p>
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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.

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