Course of Study English Language Arts - September 2021
ELA Elective - Public Speaking

Committee Member: Dawn Weaver
Strand: Reading for Informational Texts

Learning Standards:	How Taught?
RI.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain **RI.11-12.2** Analyze informational text development. **RI.11-12.3** Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. **RI.11-12.4** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text. **RI.11-12.5** 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. **RI.11-12.6** Determine an author's perspective or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text. **RI.11-12.7** Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.	**Teaching activities may include, but are not limited to:** ● Students closely read select passages from documents to analyze text structure and meaning ● Teacher provides direct instruction, gives feedback, and models critical thinking ● Students conduct research regarding a student/teacher-selected topic of argument ● Students learn to create annotated bibliographies to aid in research ● Teacher-directed lesson regarding confirmation bias and objectivity Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another. ● Craft an informative abstract that delineates how the central ideas of a text interact and build on one another. ● Students closely read select passages from documents to analyze text structure, development, and consequent meanings ● Small group and class discussions, including Socratic seminar ● Cooperative learning groups ● Produce a thorough analysis of the text. ● Teachers to use high yield instructional strategies such as, but not limited to, three-level guides, bracket challenge
Materials: Various works, such as but not limited to the following: *Public Speaking* INFOhio Points of View Reference Center ProCon.org Purdue OWL	**How Assessed?** **Assessments may include, but are not limited to:** ● Pre-Assessments (anticipation guides, persuasive speeches, Socratic seminar, questioning, diagnostics) ● Formative Assessments (entry/exit slips, mini analysis assignments, group work, reflections, discussions, writer's workshops, homework/classwork, self and peer evaluations, checklists, journals/progress notes, observations,

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	conferences/interviews, rubrics, questionnaires, quick writes) ● Summative Assessments (formal speech writing, using rubrics; tests/exams, project, evaluation, speeches, forums)
	How Re-Taught? **Re-teaching activities may include, but are not limited to:** ● descriptive feedback on original task/assessment ● student examples of expectations ● modeling ● student self-assessment ● new tasks assigned by teacher ● manipulatives ● presenting the information again in a different way ● review sessions ● graphic organizers ● small-group instruction ● practice activities ● computer tutorials / programs ● picture associations ● peer tutoring ● breaking down concepts into smaller components ● games and hands-on activities ● parent involvement ● cooperative learning ● Universal Design for Learning principles offering students opportunities to experience and engage the material in new and different ways

Strand: Writing

Learning Standard: **W.11-12.1** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. **W.11-12.2** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. **W.11-12.3** Write narratives to develop real or imagined experiences or events using effective technique, well-	**How Taught?** **Teaching activities may include, but are not limited to:** ● Students closely read select passages from documents to analyze text structure and meaning ● Teacher provides direct instruction, gives

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chosen details, and well-structured event sequences. **W.11-12.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. **W.11-12.5** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. **W.11-12.6** Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. **W.11-12.7** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. **W.11-12.8** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and over-reliance on any one source and following a standard format for citation. **W.11-12.9** Draw evidence from literary or informational texts to support analysis, reflection, and research. **W.11-12.10** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	feedback, and models critical thinking ● Students conduct research regarding a student/teacher selected topic of argument ● Students learn to create annotated bibliographies to aid in research ● Teacher-directed lesson regarding confirmation bias and objectivity ● Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another. ● Craft an informative abstract that delineates how the central ideas of a text interact and build on one another. ● Students closely read select passages from documents to analyze text structure, development, and consequent meanings ● Small group and class discussions, including Socratic seminar ● Cooperative learning groups ● Produce a thorough analysis of the text. ● Students to define, use, and connect to content area and literature based vocabulary ● Teachers to use high yield instructional strategies such as, but not limited to, three-level guides, bracket challenge
Materials: Various works, such as but not limited to the following: *Public Speaking* INFOhio Points of View Reference Center ProCon.org	**How Assessed?** **Assessments may include, but are not limited to:** ● Pre-Assessments (anticipation guides, persuasive speeches, Socratic seminar, questioning, diagnostics) ● Formative Assessments (entry/exit slips, mini analysis assignments, group work, reflections, discussions, writer's workshops, homework/classwork, self and peer evaluations, checklists, journals/progress notes, observations, conferences/interviews, rubrics, questionnaires, quick writes)

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	● Summative Assessments (formal speech writing, using rubrics; tests/exams, project, evaluation, speeches, forums)
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Strand: Speaking and Listening

Learning Standard:	**How Taught?**
SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. **SL.11-12.2** Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each	**Teaching activities may include, but are not limited to:** ● Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. ● Work with peers to promote civil,

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source and noting any discrepancies among the data.
SL.11-12.3 Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
SL.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
Language Standards

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democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

● Propel conversations by posing and responding to 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; and promote divergent and creative perspectives.

● Respond thoughtfully to 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.

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Materials:
Public Speaking
INFOhio
Points of View Reference Center
ProCon.org
The King's Speech
The Cleveland City Club Student Forum/Speaker

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How Assessed?
Assessments may include, but are not limited to:
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● Formative Assessments (entry/exit slips, mini analysis assignments, group work, reflections, discussions, writer's workshops, homework/classwork, self and peer evaluations, checklists, journals/progress notes, observations, conferences/interviews, rubrics, questionnaires, quick writes)
● Summative Assessments (formal speech writing, using rubrics; tests/exams, project, evaluation, speeches, forums)

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How Re-Taught?
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	- descriptive feedback on original task/assessment - student examples of expectations - modeling - student self-assessments - new tasks assigned by teacher - manipulatives - presenting the information again in a different way - review sessions - graphic organizers - small-group instruction - practice activities - computer tutorials / programs - picture associations - peer tutoring - breaking down concepts into smaller components - games and hands-on activities - parent involvement - cooperative learning - Universal Design for Learning principles offering students opportunities to experience and engage the material in new and different ways

Strand: Language

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Learning Standard:	How Taught?
L.11-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. **L.11-12.3** Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. **L.11-12.6** Acquire and use accurate general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	**Teaching activities may include, but are not limited to:** ● Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. ● Resolve issues of complex or contested usage, consulting references (e.g., MerriamWebster's Dictionary of English Usage, Garner's Modern American Usage) as needed. ● Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed. ● Apply an understanding of syntax to the study of complex texts when reading. ● Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. ● Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, part of speech, etymology, or standard usage. ● Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
Materials: *Public Speaking* INFOhio Points of View Reference Center ProCon.org PurdueOWL	**How Assessed?** **Assessments may include, but are not limited to:** ● Pre-Assessments (anticipation guides, persuasive speeches, Socratic seminar, questioning, diagnostics) ● Formative Assessments (entry/exit slips, mini analysis assignments, group work, reflections, discussions, writer's workshops, homework/classwork, self and peer evaluations, checklists, journals/progress notes, observations,

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 Re-teaching activities may include, but are not limited to:
 ● descriptive feedback on original task/assessment
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 ● modeling
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 ● breaking down concept into smaller components
 ● games and hands-on activities
 ● parent involvement
 ● cooperative learning
 ● Universal Design for Learning principles offering students opportunities to experience and engage material in new and different ways |