

# Main Criteria: Introduction to Public Speaking

## Secondary Criteria: Missouri Learning Standards

### Subject: Language Arts

Grade: 11

## Introduction to Public Speaking

Week 01: Memory and Delivery Techniques; Deliver Speech from KWO, p. 9-16

### Missouri Learning Standards

#### Language Arts

Grade 11 - Adopted: 2016

**STRAND: BIG IDEA / STANDARD**

**Reading Literary Text**

|                          |         |  |
|--------------------------|---------|--|
| CONCEPT: GLE / BENCHMARK | RL.1.   | Comprehend and Interpret Texts (Approaching Texts as a Reader) |
| GLE / COMPONENT          | RL.1.B. | Word Meanings  |

INDICATOR / PROFICIENCY 11-12.RL.1.B. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials.

**STRAND: BIG IDEA / STANDARD**

**Reading Literary Text**

|                          |         |  |
|--------------------------|---------|--|
| CONCEPT: GLE / BENCHMARK | RL.3.   | Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher) |
| GLE / COMPONENT          | RL.3.D. | Comprehension  |

INDICATOR / PROFICIENCY 11-12.RL.3.D. Read and comprehend literature, including stories, dramas and poems, independently and proficiently.

**STRAND: BIG IDEA / STANDARD**

**Reading Informational Text**

|                          |         |  |
|--------------------------|---------|--|
| CONCEPT: GLE / BENCHMARK | RI.1.   | Comprehend and Interpret Texts (Approaching Texts as a Reader) |
| GLE / COMPONENT          | RI.1.B. | Word Meanings  |

INDICATOR / PROFICIENCY 11-12.RI.1.B. Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.

**STRAND: BIG IDEA / STANDARD**

**Reading Informational Text**

|                          |         |  |
|--------------------------|---------|--|
| CONCEPT: GLE / BENCHMARK | RI.1.   | Comprehend and Interpret Texts (Approaching Texts as a Reader) |
| GLE / COMPONENT          | RI.1.D. | Summarize/Claim  |

|                         |               |  |
|-------------------------|---------------|--|
| INDICATOR / PROFICIENCY | 11-12.RI.1.D. | Explain two or more central/main ideas in a text, analyze their development throughout the text, and relate the central ideas to human nature and the world; provide an objective and concise summary of the text. |
|-------------------------|---------------|--|

**STRAND: BIG IDEA / STANDARD** **Reading Informational Text**

|                          |         |  |
|--------------------------|---------|--|
| CONCEPT: GLE / BENCHMARK | RI.3.   | Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher) |
| GLE / COMPONENT          | RI.3.D. | Comprehension  |

|                         |               |  |
|-------------------------|---------------|--|
| INDICATOR / PROFICIENCY | 11-12.RI.3.D. | Read and comprehend informational text independently and proficiently. |
|-------------------------|---------------|--|

**STRAND: BIG IDEA / STANDARD** **Speaking and Listening**

|                          |         |               |
|--------------------------|---------|---------------|
| CONCEPT: GLE / BENCHMARK | SL.1.   | Collaborating |
| GLE / COMPONENT          | SL.1.A. | Conversations |

|                         |               |  |
|-------------------------|---------------|--|
| INDICATOR / PROFICIENCY | 11-12.SL.1.A. | Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. |
|-------------------------|---------------|--|

**STRAND: BIG IDEA / STANDARD** **Speaking and Listening**

|                          |         |               |
|--------------------------|---------|---------------|
| CONCEPT: GLE / BENCHMARK | SL.1.   | Collaborating |
| GLE / COMPONENT          | SL.1.B. | Questioning   |

|                         |               |   |
|-------------------------|---------------|---|
| INDICATOR / PROFICIENCY | 11-12.SL.1.B. | Delineate a speaker's argument and claims evaluating the speaker's point of view, reasoning, stance, and evidence in order to 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. |
|-------------------------|---------------|---|

**STRAND: BIG IDEA / STANDARD** **Speaking and Listening**

|                          |         |                 |
|--------------------------|---------|-----------------|
| CONCEPT: GLE / BENCHMARK | SL.2.   | Presenting      |
| GLE / COMPONENT          | SL.2.A. | Verbal Delivery |

|                         |               |  |
|-------------------------|---------------|--|
| INDICATOR / PROFICIENCY | 11-12.SL.2.A. | Speak audibly, and to the point, using conventions of language as appropriate to task, purpose and audience when presenting including fluent and clear articulation, strategically varying volume, pitch, and pace to consistently engage listeners. |
|-------------------------|---------------|--|

**STRAND: BIG IDEA / STANDARD** **Speaking and Listening**

|                          |       |            |
|--------------------------|-------|------------|
| CONCEPT: GLE / BENCHMARK | SL.2. | Presenting |
|--------------------------|-------|------------|

| GLE / COMPONENT         | SL.2.B.           | Nonverbal   |
|-------------------------|-------------------|---|
| INDICATOR / PROFICIENCY | 11-<br>12.SL.2.B. | Make consistent eye contact with a range of listeners when speaking, using a range of gestures or movement to emphasize aspects of speech while avoiding body language or mannerisms that might be distracting to the audience. |

Week 02: Speaker Evaluation Techniques; Structure of a Basic Speech, p. 17-28

## Missouri Learning Standards

### Language Arts

Grade 11 - Adopted: 2016

#### STRAND: BIG IDEA / STANDARD

#### Reading Literary Text

|                          |         |  |
|--------------------------|---------|--|
| CONCEPT: GLE / BENCHMARK | RL.1.   | Comprehend and Interpret Texts (Approaching Texts as a Reader) |
| GLE / COMPONENT          | RL.1.B. | Word Meanings  |

INDICATOR / PROFICIENCY 11-  
12.RL.1.B. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials.

#### STRAND: BIG IDEA / STANDARD

#### Reading Literary Text

|                          |         |  |
|--------------------------|---------|--|
| CONCEPT: GLE / BENCHMARK | RL.3.   | Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher) |
| GLE / COMPONENT          | RL.3.D. | Comprehension  |

INDICATOR / PROFICIENCY 11-  
12.RL.3.D. Read and comprehend literature, including stories, dramas and poems, independently and proficiently.

#### STRAND: BIG IDEA / STANDARD

#### Speaking and Listening

|                          |         |               |
|--------------------------|---------|---------------|
| CONCEPT: GLE / BENCHMARK | SL.1.   | Collaborating |
| GLE / COMPONENT          | SL.1.A. | Conversations |

INDICATOR / PROFICIENCY 11-  
12.SL.1.A. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

#### STRAND: BIG IDEA / STANDARD

#### Speaking and Listening

|                          |         |               |
|--------------------------|---------|---------------|
| CONCEPT: GLE / BENCHMARK | SL.1.   | Collaborating |
| GLE / COMPONENT          | SL.1.B. | Questioning   |

|                         |                   |   |
|-------------------------|-------------------|---|
| INDICATOR / PROFICIENCY | 11-<br>12.SL.1.B. | Delineate a speaker's argument and claims evaluating the speaker's point of view, reasoning, stance, and evidence in order to 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. |
|-------------------------|-------------------|---|

**STRAND: BIG IDEA / STANDARD** **Speaking and Listening**

|                          |         |                 |
|--------------------------|---------|-----------------|
| CONCEPT: GLE / BENCHMARK | SL.2.   | Presenting      |
| GLE / COMPONENT          | SL.2.A. | Verbal Delivery |

|                         |                   |  |
|-------------------------|-------------------|--|
| INDICATOR / PROFICIENCY | 11-<br>12.SL.2.A. | Speak audibly, and to the point, using conventions of language as appropriate to task, purpose and audience when presenting including fluent and clear articulation, strategically varying volume, pitch, and pace to consistently engage listeners. |
|-------------------------|-------------------|--|

**STRAND: BIG IDEA / STANDARD** **Speaking and Listening**

|                          |         |            |
|--------------------------|---------|------------|
| CONCEPT: GLE / BENCHMARK | SL.2.   | Presenting |
| GLE / COMPONENT          | SL.2.B. | Nonverbal  |

|                         |                   |   |
|-------------------------|-------------------|---|
| INDICATOR / PROFICIENCY | 11-<br>12.SL.2.B. | Make consistent eye contact with a range of listeners when speaking, using a range of gestures or movement to emphasize aspects of speech while avoiding body language or mannerisms that might be distracting to the audience. |
|-------------------------|-------------------|---|

**Week 03: The Body of a Speech, p. 29-42**

**Missouri Learning Standards**

**Language Arts**

**Grade 11 - Adopted: 2016**

**STRAND: BIG IDEA / STANDARD** **Reading Literary Text**

|                          |         |  |
|--------------------------|---------|--|
| CONCEPT: GLE / BENCHMARK | RL.1.   | Comprehend and Interpret Texts (Approaching Texts as a Reader) |
| GLE / COMPONENT          | RL.1.B. | Word Meanings  |

|                         |                   |  |
|-------------------------|-------------------|--|
| INDICATOR / PROFICIENCY | 11-<br>12.RL.1.B. | Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials. |
|-------------------------|-------------------|--|

**STRAND: BIG IDEA / STANDARD** **Reading Literary Text**

|                          |         |  |
|--------------------------|---------|--|
| CONCEPT: GLE / BENCHMARK | RL.3.   | Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher) |
| GLE / COMPONENT          | RL.3.D. | Comprehension  |

|                         |               |  |
|-------------------------|---------------|--|
| INDICATOR / PROFICIENCY | 11-12.RL.3.D. | Read and comprehend literature, including stories, dramas and poems, independently and proficiently. |
|-------------------------|---------------|--|

**STRAND: BIG IDEA / STANDARD**

**Writing**

|                          |        |                                  |
|--------------------------|--------|----------------------------------|
| CONCEPT: GLE / BENCHMARK | W.2.   | Approaching the Task as a Writer |
| GLE / COMPONENT          | W.2.A. | Development                      |

|                         |              |   |
|-------------------------|--------------|---|
| INDICATOR / PROFICIENCY | 11-12.W.2.A. | Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques. |
|-------------------------|--------------|---|

**STRAND: BIG IDEA / STANDARD**

**Writing**

|                          |              |  |
|--------------------------|--------------|--|
| CONCEPT: GLE / BENCHMARK | W.3.         | Approaching the Task as a Reader   |
| GLE / COMPONENT          | W.3.A.       | Revise and Edit  |
| INDICATOR / PROFICIENCY  | 11-12.W.3.A. | Review, revise, and edit writing with consideration for the task, purpose, and audience. |

|           |                    |   |
|-----------|--------------------|---|
| INDICATOR | 11-12.W.3.A.<br>a. | Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and enhance the reader's understanding of and experience with the text by making choices regarding organization and content. |
|-----------|--------------------|---|

|           |                    |  |
|-----------|--------------------|--|
| INDICATOR | 11-12.W.3.A.<br>b. | Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language functions in different contexts and enhance the reader's understanding of the text. |
|-----------|--------------------|--|

|           |                    |   |
|-----------|--------------------|---|
| INDICATOR | 11-12.W.3.A.<br>c. | Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage including spelling and punctuation. |
|-----------|--------------------|---|

|           |                    |   |
|-----------|--------------------|---|
| INDICATOR | 11-12.W.3.A.<br>d. | Use a variety of appropriate transitions to clarify relationships and connect ideas, claims and signal time shifts. |
|-----------|--------------------|---|

**STRAND: BIG IDEA / STANDARD**

**Speaking and Listening**

|                          |         |               |
|--------------------------|---------|---------------|
| CONCEPT: GLE / BENCHMARK | SL.1.   | Collaborating |
| GLE / COMPONENT          | SL.1.A. | Conversations |

|                         |               |  |
|-------------------------|---------------|--|
| INDICATOR / PROFICIENCY | 11-12.SL.1.A. | Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. |
|-------------------------|---------------|--|

**STRAND: BIG IDEA / STANDARD****Speaking and Listening**

|                          |         |               |
|--------------------------|---------|---------------|
| CONCEPT: GLE / BENCHMARK | SL.1.   | Collaborating |
| GLE / COMPONENT          | SL.1.B. | Questioning   |

|                         |               |   |
|-------------------------|---------------|---|
| INDICATOR / PROFICIENCY | 11-12.SL.1.B. | Delineate a speaker's argument and claims evaluating the speaker's point of view, reasoning, stance, and evidence in order to 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. |
|-------------------------|---------------|---|

**STRAND: BIG IDEA / STANDARD****Speaking and Listening**

|                          |         |                      |
|--------------------------|---------|----------------------|
| CONCEPT: GLE / BENCHMARK | SL.1.   | Collaborating        |
| GLE / COMPONENT          | SL.1.C. | Viewpoints of Others |

|                         |               |  |
|-------------------------|---------------|--|
| INDICATOR / PROFICIENCY | 11-12.SL.1.C. | Respond thoughtfully to diverse perspectives including those presented in diverse media: synthesize claims made on all sides of an issue, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. |
|-------------------------|---------------|--|

**STRAND: BIG IDEA / STANDARD****Speaking and Listening**

|                          |         |                 |
|--------------------------|---------|-----------------|
| CONCEPT: GLE / BENCHMARK | SL.2.   | Presenting      |
| GLE / COMPONENT          | SL.2.A. | Verbal Delivery |

|                         |               |  |
|-------------------------|---------------|--|
| INDICATOR / PROFICIENCY | 11-12.SL.2.A. | Speak audibly, and to the point, using conventions of language as appropriate to task, purpose and audience when presenting including fluent and clear articulation, strategically varying volume, pitch, and pace to consistently engage listeners. |
|-------------------------|---------------|--|

**STRAND: BIG IDEA / STANDARD****Speaking and Listening**

|                          |         |            |
|--------------------------|---------|------------|
| CONCEPT: GLE / BENCHMARK | SL.2.   | Presenting |
| GLE / COMPONENT          | SL.2.B. | Nonverbal  |

|                         |               |   |
|-------------------------|---------------|---|
| INDICATOR / PROFICIENCY | 11-12.SL.2.B. | Make consistent eye contact with a range of listeners when speaking, using a range of gestures or movement to emphasize aspects of speech while avoiding body language or mannerisms that might be distracting to the audience. |
|-------------------------|---------------|---|

Week 04: The Introduction and Conclusion of a Speech, p. 43-50

**Missouri Learning Standards****Language Arts**

**STRAND: BIG IDEA / STANDARD****Reading Literary Text**

|                          |         |  |
|--------------------------|---------|--|
| CONCEPT: GLE / BENCHMARK | RL.3.   | Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher) |
| GLE / COMPONENT          | RL.3.D. | Comprehension  |

INDICATOR / PROFICIENCY 11-12.RL.3.D. Read and comprehend literature, including stories, dramas and poems, independently and proficiently.

**STRAND: BIG IDEA / STANDARD****Writing**

|                          |        |                                  |
|--------------------------|--------|----------------------------------|
| CONCEPT: GLE / BENCHMARK | W.2.   | Approaching the Task as a Writer |
| GLE / COMPONENT          | W.2.A. | Development                      |

INDICATOR / PROFICIENCY 11-12.W.2.A. Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.

**STRAND: BIG IDEA / STANDARD****Writing**

|                          |              |  |
|--------------------------|--------------|--|
| CONCEPT: GLE / BENCHMARK | W.3.         | Approaching the Task as a Reader   |
| GLE / COMPONENT          | W.3.A.       | Revise and Edit  |
| INDICATOR / PROFICIENCY  | 11-12.W.3.A. | Review, revise, and edit writing with consideration for the task, purpose, and audience. |

INDICATOR 11-12.W.3.A. a. Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and enhance the reader's understanding of and experience with the text by making choices regarding organization and content.

INDICATOR 11-12.W.3.A. b. Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language functions in different contexts and enhance the reader's understanding of the text.

INDICATOR 11-12.W.3.A. c. Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage including spelling and punctuation.

INDICATOR 11-12.W.3.A. d. Use a variety of appropriate transitions to clarify relationships and connect ideas, claims and signal time shifts.

**STRAND: BIG IDEA / STANDARD****Speaking and Listening**

|                          |         |                      |
|--------------------------|---------|----------------------|
| CONCEPT: GLE / BENCHMARK | SL.1.   | <b>Collaborating</b> |
| GLE / COMPONENT          | SL.1.A. | <b>Conversations</b> |

INDICATOR / PROFICIENCY 11-12.SL.1.A. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

**STRAND: BIG IDEA / STANDARD** **Speaking and Listening**

|                          |         |                      |
|--------------------------|---------|----------------------|
| CONCEPT: GLE / BENCHMARK | SL.1.   | <b>Collaborating</b> |
| GLE / COMPONENT          | SL.1.B. | <b>Questioning</b>   |

INDICATOR / PROFICIENCY 11-12.SL.1.B. Delineate a speaker's argument and claims evaluating the speaker's point of view, reasoning, stance, and evidence in order to 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.

**STRAND: BIG IDEA / STANDARD** **Speaking and Listening**

|                          |         |                             |
|--------------------------|---------|-----------------------------|
| CONCEPT: GLE / BENCHMARK | SL.1.   | <b>Collaborating</b>        |
| GLE / COMPONENT          | SL.1.C. | <b>Viewpoints of Others</b> |

INDICATOR / PROFICIENCY 11-12.SL.1.C. Respond thoughtfully to diverse perspectives including those presented in diverse media: synthesize claims made on all sides of an issue, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

**STRAND: BIG IDEA / STANDARD** **Speaking and Listening**

|                          |         |                        |
|--------------------------|---------|------------------------|
| CONCEPT: GLE / BENCHMARK | SL.2.   | <b>Presenting</b>      |
| GLE / COMPONENT          | SL.2.A. | <b>Verbal Delivery</b> |

INDICATOR / PROFICIENCY 11-12.SL.2.A. Speak audibly, and to the point, using conventions of language as appropriate to task, purpose and audience when presenting including fluent and clear articulation, strategically varying volume, pitch, and pace to consistently engage listeners.

**STRAND: BIG IDEA / STANDARD** **Speaking and Listening**

|                          |         |                   |
|--------------------------|---------|-------------------|
| CONCEPT: GLE / BENCHMARK | SL.2.   | <b>Presenting</b> |
| GLE / COMPONENT          | SL.2.B. | <b>Nonverbal</b>  |

INDICATOR / PROFICIENCY 11-12.SL.2.B. Make consistent eye contact with a range of listeners when speaking, using a range of gestures or movement to emphasize aspects of speech while avoiding body language or mannerisms that might be distracting to the audience.

**Missouri Learning Standards****Language Arts****Grade 11 - Adopted: 2016****STRAND: BIG IDEA / STANDARD****Reading Literary Text**

|                                 |                |   |
|---------------------------------|----------------|---|
| <b>CONCEPT: GLE / BENCHMARK</b> | <b>RL.1.</b>   | <b>Comprehend and Interpret Texts (Approaching Texts as a Reader)</b> |
| <b>GLE / COMPONENT</b>          | <b>RL.1.D.</b> | <b>Summarize/Theme</b>  |

**INDICATOR / PROFICIENCY****11-  
12.RL.1.D.**

Using appropriate text, determine two or more themes in a text, analyze their development throughout the text, and relate the themes to human nature and the world; provide an objective and concise summary of the text.

**STRAND: BIG IDEA / STANDARD****Writing**

|                                 |               |   |
|---------------------------------|---------------|---|
| <b>CONCEPT: GLE / BENCHMARK</b> | <b>W.1.</b>   | <b>Approaching the Task as a Researcher</b> |
| <b>GLE / COMPONENT</b>          | <b>W.1.A.</b> | <b>Research</b>                             |

**INDICATOR / PROFICIENCY****11-  
12.W.1.A.  
a.**

Conduct research to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; gather multiple relevant, credible sources, print and digital; integrate information using a standard citation system.

**INDICATOR / PROFICIENCY****11-  
12.W.1.A.  
b.**

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 overreliance on any one source and following a standard format for citation.

**STRAND: BIG IDEA / STANDARD****Writing**

|                                 |               |   |
|---------------------------------|---------------|---|
| <b>CONCEPT: GLE / BENCHMARK</b> | <b>W.2.</b>   | <b>Approaching the Task as a Writer</b> |
| <b>GLE / COMPONENT</b>          | <b>W.2.A.</b> | <b>Development</b>                      |

**INDICATOR / PROFICIENCY****11-  
12.W.2.A.**

Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.

**STRAND: BIG IDEA / STANDARD****Writing**

|                                 |             |   |
|---------------------------------|-------------|---|
| <b>CONCEPT: GLE / BENCHMARK</b> | <b>W.3.</b> | <b>Approaching the Task as a Reader</b> |
|---------------------------------|-------------|---|

|                                |                    |   |
|--------------------------------|--------------------|---|
| <b>GLE / COMPONENT</b>         | W.3.A.             | <b>Revise and Edit</b>  |
| <b>INDICATOR / PROFICIENCY</b> | 11-12.W.3.A.       | <b>Review, revise, and edit writing with consideration for the task, purpose, and audience.</b>   |
| INDICATOR                      | 11-12.W.3.A.<br>a. | Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and enhance the reader's understanding of and experience with the text by making choices regarding organization and content. |
| INDICATOR                      | 11-12.W.3.A.<br>b. | Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language functions in different contexts and enhance the reader's understanding of the text.  |
| INDICATOR                      | 11-12.W.3.A.<br>c. | Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage including spelling and punctuation.   |
| INDICATOR                      | 11-12.W.3.A.<br>d. | Use a variety of appropriate transitions to clarify relationships and connect ideas, claims and signal time shifts.   |

**STRAND: BIG IDEA / STANDARD** **Speaking and Listening**

|                                 |         |                      |
|---------------------------------|---------|----------------------|
| <b>CONCEPT: GLE / BENCHMARK</b> | SL.1.   | <b>Collaborating</b> |
| <b>GLE / COMPONENT</b>          | SL.1.A. | <b>Conversations</b> |

INDICATOR / PROFICIENCY 11-12.SL.1.A. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

**STRAND: BIG IDEA / STANDARD** **Speaking and Listening**

|                                 |         |                      |
|---------------------------------|---------|----------------------|
| <b>CONCEPT: GLE / BENCHMARK</b> | SL.1.   | <b>Collaborating</b> |
| <b>GLE / COMPONENT</b>          | SL.1.B. | <b>Questioning</b>   |

INDICATOR / PROFICIENCY 11-12.SL.1.B. Delineate a speaker's argument and claims evaluating the speaker's point of view, reasoning, stance, and evidence in order to 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.

**STRAND: BIG IDEA / STANDARD** **Speaking and Listening**

|                                 |         |                             |
|---------------------------------|---------|-----------------------------|
| <b>CONCEPT: GLE / BENCHMARK</b> | SL.1.   | <b>Collaborating</b>        |
| <b>GLE / COMPONENT</b>          | SL.1.C. | <b>Viewpoints of Others</b> |

|                         |               |  |
|-------------------------|---------------|--|
| INDICATOR / PROFICIENCY | 11-12.SL.1.C. | Respond thoughtfully to diverse perspectives including those presented in diverse media: synthesize claims made on all sides of an issue, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. |
|-------------------------|---------------|--|

**STRAND: BIG IDEA / STANDARD** **Speaking and Listening**

|                          |         |                 |
|--------------------------|---------|-----------------|
| CONCEPT: GLE / BENCHMARK | SL.2.   | Presenting      |
| GLE / COMPONENT          | SL.2.A. | Verbal Delivery |

|                         |               |  |
|-------------------------|---------------|--|
| INDICATOR / PROFICIENCY | 11-12.SL.2.A. | Speak audibly, and to the point, using conventions of language as appropriate to task, purpose and audience when presenting including fluent and clear articulation, strategically varying volume, pitch, and pace to consistently engage listeners. |
|-------------------------|---------------|--|

**STRAND: BIG IDEA / STANDARD** **Speaking and Listening**

|                          |         |            |
|--------------------------|---------|------------|
| CONCEPT: GLE / BENCHMARK | SL.2.   | Presenting |
| GLE / COMPONENT          | SL.2.B. | Nonverbal  |

|                         |               |   |
|-------------------------|---------------|---|
| INDICATOR / PROFICIENCY | 11-12.SL.2.B. | Make consistent eye contact with a range of listeners when speaking, using a range of gestures or movement to emphasize aspects of speech while avoiding body language or mannerisms that might be distracting to the audience. |
|-------------------------|---------------|---|

Week 06: Two Primary Speech Goals, p. 63-66

**Missouri Learning Standards**

**Language Arts**

**Grade 11 - Adopted: 2016**

**STRAND: BIG IDEA / STANDARD** **Writing**

|                          |        |                                  |
|--------------------------|--------|----------------------------------|
| CONCEPT: GLE / BENCHMARK | W.2.   | Approaching the Task as a Writer |
| GLE / COMPONENT          | W.2.A. | Development                      |

|                         |              |   |
|-------------------------|--------------|---|
| INDICATOR / PROFICIENCY | 11-12.W.2.A. | Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques. |
|-------------------------|--------------|---|

**STRAND: BIG IDEA / STANDARD** **Speaking and Listening**

|                          |         |               |
|--------------------------|---------|---------------|
| CONCEPT: GLE / BENCHMARK | SL.1.   | Collaborating |
| GLE / COMPONENT          | SL.1.A. | Conversations |

|                         |                   |  |
|-------------------------|-------------------|--|
| INDICATOR / PROFICIENCY | 11-<br>12.SL.1.A. | Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. |
|-------------------------|-------------------|--|

**STRAND: BIG IDEA / STANDARD** **Speaking and Listening**

|                          |         |               |
|--------------------------|---------|---------------|
| CONCEPT: GLE / BENCHMARK | SL.1.   | Collaborating |
| GLE / COMPONENT          | SL.1.B. | Questioning   |

|                         |                   |   |
|-------------------------|-------------------|---|
| INDICATOR / PROFICIENCY | 11-<br>12.SL.1.B. | Delineate a speaker's argument and claims evaluating the speaker's point of view, reasoning, stance, and evidence in order to 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. |
|-------------------------|-------------------|---|

**STRAND: BIG IDEA / STANDARD** **Speaking and Listening**

|                          |         |                      |
|--------------------------|---------|----------------------|
| CONCEPT: GLE / BENCHMARK | SL.1.   | Collaborating        |
| GLE / COMPONENT          | SL.1.C. | Viewpoints of Others |

|                         |                   |  |
|-------------------------|-------------------|--|
| INDICATOR / PROFICIENCY | 11-<br>12.SL.1.C. | Respond thoughtfully to diverse perspectives including those presented in diverse media: synthesize claims made on all sides of an issue, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. |
|-------------------------|-------------------|--|

**STRAND: BIG IDEA / STANDARD** **Speaking and Listening**

|                          |         |                 |
|--------------------------|---------|-----------------|
| CONCEPT: GLE / BENCHMARK | SL.2.   | Presenting      |
| GLE / COMPONENT          | SL.2.A. | Verbal Delivery |

|                         |                   |  |
|-------------------------|-------------------|--|
| INDICATOR / PROFICIENCY | 11-<br>12.SL.2.A. | Speak audibly, and to the point, using conventions of language as appropriate to task, purpose and audience when presenting including fluent and clear articulation, strategically varying volume, pitch, and pace to consistently engage listeners. |
|-------------------------|-------------------|--|

**STRAND: BIG IDEA / STANDARD** **Speaking and Listening**

|                          |         |            |
|--------------------------|---------|------------|
| CONCEPT: GLE / BENCHMARK | SL.2.   | Presenting |
| GLE / COMPONENT          | SL.2.B. | Nonverbal  |

|                         |                   |   |
|-------------------------|-------------------|---|
| INDICATOR / PROFICIENCY | 11-<br>12.SL.2.B. | Make consistent eye contact with a range of listeners when speaking, using a range of gestures or movement to emphasize aspects of speech while avoiding body language or mannerisms that might be distracting to the audience. |
|-------------------------|-------------------|---|

Week 07: Expository Speech, p. 67-78

# Missouri Learning Standards

## Language Arts

Grade 11 - Adopted: 2016

**STRAND: BIG IDEA / STANDARD**

**Writing**

|                                 |               |   |
|---------------------------------|---------------|---|
| <b>CONCEPT: GLE / BENCHMARK</b> | <b>W.1.</b>   | <b>Approaching the Task as a Researcher</b> |
| <b>GLE / COMPONENT</b>          | <b>W.1.A.</b> | <b>Research</b>                             |

|                                |                        |  |
|--------------------------------|------------------------|--|
| <b>INDICATOR / PROFICIENCY</b> | 11-<br>12.W.1.A.<br>a. | Conduct research to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; gather multiple relevant, credible sources, print and digital; integrate information using a standard citation system.   |
| <b>INDICATOR / PROFICIENCY</b> | 11-<br>12.W.1.A.<br>b. | 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 overreliance on any one source and following a standard format for citation. |

**STRAND: BIG IDEA / STANDARD**

**Writing**

|                                 |               |   |
|---------------------------------|---------------|---|
| <b>CONCEPT: GLE / BENCHMARK</b> | <b>W.2.</b>   | <b>Approaching the Task as a Writer</b> |
| <b>GLE / COMPONENT</b>          | <b>W.2.A.</b> | <b>Development</b>                      |

|                                |                  |   |
|--------------------------------|------------------|---|
| <b>INDICATOR / PROFICIENCY</b> | 11-<br>12.W.2.A. | Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques. |
|--------------------------------|------------------|---|

**STRAND: BIG IDEA / STANDARD**

**Writing**

|                                 |                  |   |
|---------------------------------|------------------|---|
| <b>CONCEPT: GLE / BENCHMARK</b> | <b>W.3.</b>      | <b>Approaching the Task as a Reader</b>   |
| <b>GLE / COMPONENT</b>          | <b>W.3.A.</b>    | <b>Revise and Edit</b>  |
| <b>INDICATOR / PROFICIENCY</b>  | 11-<br>12.W.3.A. | <b>Review, revise, and edit writing with consideration for the task, purpose, and audience.</b> |

|                  |                        |   |
|------------------|------------------------|---|
| <b>INDICATOR</b> | 11-<br>12.W.3.A.<br>a. | Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and enhance the reader's understanding of and experience with the text by making choices regarding organization and content. |
|------------------|------------------------|---|

|                  |                        |  |
|------------------|------------------------|--|
| <b>INDICATOR</b> | 11-<br>12.W.3.A.<br>b. | Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language functions in different contexts and enhance the reader's understanding of the text. |
|------------------|------------------------|--|

|           |                        |   |
|-----------|------------------------|---|
| INDICATOR | 11-<br>12.W.3.A.<br>d. | Use a variety of appropriate transitions to clarify relationships and connect ideas, claims and signal time shifts. |
|-----------|------------------------|---|

**STRAND: BIG IDEA / STANDARD** **Speaking and Listening**

|                          |         |                      |
|--------------------------|---------|----------------------|
| CONCEPT: GLE / BENCHMARK | SL.1.   | <b>Collaborating</b> |
| GLE / COMPONENT          | SL.1.A. | <b>Conversations</b> |

|                         |                   |  |
|-------------------------|-------------------|--|
| INDICATOR / PROFICIENCY | 11-<br>12.SL.1.A. | Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. |
|-------------------------|-------------------|--|

**STRAND: BIG IDEA / STANDARD** **Speaking and Listening**

|                          |         |                      |
|--------------------------|---------|----------------------|
| CONCEPT: GLE / BENCHMARK | SL.1.   | <b>Collaborating</b> |
| GLE / COMPONENT          | SL.1.B. | <b>Questioning</b>   |

|                         |                   |   |
|-------------------------|-------------------|---|
| INDICATOR / PROFICIENCY | 11-<br>12.SL.1.B. | Delineate a speaker's argument and claims evaluating the speaker's point of view, reasoning, stance, and evidence in order to 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. |
|-------------------------|-------------------|---|

**STRAND: BIG IDEA / STANDARD** **Speaking and Listening**

|                          |         |                             |
|--------------------------|---------|-----------------------------|
| CONCEPT: GLE / BENCHMARK | SL.1.   | <b>Collaborating</b>        |
| GLE / COMPONENT          | SL.1.C. | <b>Viewpoints of Others</b> |

|                         |                   |  |
|-------------------------|-------------------|--|
| INDICATOR / PROFICIENCY | 11-<br>12.SL.1.C. | Respond thoughtfully to diverse perspectives including those presented in diverse media: synthesize claims made on all sides of an issue, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. |
|-------------------------|-------------------|--|

**STRAND: BIG IDEA / STANDARD** **Speaking and Listening**

|                          |         |                        |
|--------------------------|---------|------------------------|
| CONCEPT: GLE / BENCHMARK | SL.2.   | <b>Presenting</b>      |
| GLE / COMPONENT          | SL.2.A. | <b>Verbal Delivery</b> |

|                         |                   |  |
|-------------------------|-------------------|--|
| INDICATOR / PROFICIENCY | 11-<br>12.SL.2.A. | Speak audibly, and to the point, using conventions of language as appropriate to task, purpose and audience when presenting including fluent and clear articulation, strategically varying volume, pitch, and pace to consistently engage listeners. |
|-------------------------|-------------------|--|

**STRAND: BIG IDEA / STANDARD** **Speaking and Listening**

|                          |               |   |
|--------------------------|---------------|---|
| CONCEPT: GLE / BENCHMARK | SL.2.         | Presenting  |
| GLE / COMPONENT          | SL.2.B.       | Nonverbal   |
| INDICATOR / PROFICIENCY  | 11-12.SL.2.B. | Make consistent eye contact with a range of listeners when speaking, using a range of gestures or movement to emphasize aspects of speech while avoiding body language or mannerisms that might be distracting to the audience. |

Week 08: Three Modes of Persuasion, p. 79-82

## Missouri Learning Standards

### Language Arts

Grade 11 - Adopted: 2016

#### STRAND: BIG IDEA / STANDARD

##### Writing

|                          |        |                                      |
|--------------------------|--------|--------------------------------------|
| CONCEPT: GLE / BENCHMARK | W.1.   | Approaching the Task as a Researcher |
| GLE / COMPONENT          | W.1.A. | Research                             |

|                         |                 |  |
|-------------------------|-----------------|--|
| INDICATOR / PROFICIENCY | 11-12.W.1.A. a. | Conduct research to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; gather multiple relevant, credible sources, print and digital; integrate information using a standard citation system.   |
| INDICATOR / PROFICIENCY | 11-12.W.1.A. b. | 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 overreliance on any one source and following a standard format for citation. |

#### STRAND: BIG IDEA / STANDARD

##### Writing

|                          |        |                                  |
|--------------------------|--------|----------------------------------|
| CONCEPT: GLE / BENCHMARK | W.2.   | Approaching the Task as a Writer |
| GLE / COMPONENT          | W.2.A. | Development                      |

|                         |              |   |
|-------------------------|--------------|---|
| INDICATOR / PROFICIENCY | 11-12.W.2.A. | Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques. |
|-------------------------|--------------|---|

#### STRAND: BIG IDEA / STANDARD

##### Speaking and Listening

|                          |         |               |
|--------------------------|---------|---------------|
| CONCEPT: GLE / BENCHMARK | SL.1.   | Collaborating |
| GLE / COMPONENT          | SL.1.A. | Conversations |

|                         |                   |  |
|-------------------------|-------------------|--|
| INDICATOR / PROFICIENCY | 11-<br>12.SL.1.A. | Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. |
|-------------------------|-------------------|--|

**STRAND: BIG IDEA / STANDARD** **Speaking and Listening**

|                          |         |                      |
|--------------------------|---------|----------------------|
| CONCEPT: GLE / BENCHMARK | SL.1.   | <b>Collaborating</b> |
| GLE / COMPONENT          | SL.1.B. | <b>Questioning</b>   |

|                         |                   |   |
|-------------------------|-------------------|---|
| INDICATOR / PROFICIENCY | 11-<br>12.SL.1.B. | Delineate a speaker's argument and claims evaluating the speaker's point of view, reasoning, stance, and evidence in order to 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. |
|-------------------------|-------------------|---|

**STRAND: BIG IDEA / STANDARD** **Speaking and Listening**

|                          |         |                             |
|--------------------------|---------|-----------------------------|
| CONCEPT: GLE / BENCHMARK | SL.1.   | <b>Collaborating</b>        |
| GLE / COMPONENT          | SL.1.C. | <b>Viewpoints of Others</b> |

|                         |                   |  |
|-------------------------|-------------------|--|
| INDICATOR / PROFICIENCY | 11-<br>12.SL.1.C. | Respond thoughtfully to diverse perspectives including those presented in diverse media: synthesize claims made on all sides of an issue, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. |
|-------------------------|-------------------|--|

**STRAND: BIG IDEA / STANDARD** **Speaking and Listening**

|                          |         |                        |
|--------------------------|---------|------------------------|
| CONCEPT: GLE / BENCHMARK | SL.2.   | <b>Presenting</b>      |
| GLE / COMPONENT          | SL.2.A. | <b>Verbal Delivery</b> |

|                         |                   |  |
|-------------------------|-------------------|--|
| INDICATOR / PROFICIENCY | 11-<br>12.SL.2.A. | Speak audibly, and to the point, using conventions of language as appropriate to task, purpose and audience when presenting including fluent and clear articulation, strategically varying volume, pitch, and pace to consistently engage listeners. |
|-------------------------|-------------------|--|

**STRAND: BIG IDEA / STANDARD** **Speaking and Listening**

|                          |         |                   |
|--------------------------|---------|-------------------|
| CONCEPT: GLE / BENCHMARK | SL.2.   | <b>Presenting</b> |
| GLE / COMPONENT          | SL.2.B. | <b>Nonverbal</b>  |

|                         |                   |   |
|-------------------------|-------------------|---|
| INDICATOR / PROFICIENCY | 11-<br>12.SL.2.B. | Make consistent eye contact with a range of listeners when speaking, using a range of gestures or movement to emphasize aspects of speech while avoiding body language or mannerisms that might be distracting to the audience. |
|-------------------------|-------------------|---|

Week 09: Persuasive Speech, p. 83-94

# Missouri Learning Standards

## Language Arts

Grade 11 - Adopted: 2016

**STRAND: BIG IDEA / STANDARD**

**Writing**

|                                 |               |   |
|---------------------------------|---------------|---|
| <b>CONCEPT: GLE / BENCHMARK</b> | <b>W.1.</b>   | <b>Approaching the Task as a Researcher</b> |
| <b>GLE / COMPONENT</b>          | <b>W.1.A.</b> | <b>Research</b>                             |

|                                |                        |  |
|--------------------------------|------------------------|--|
| <b>INDICATOR / PROFICIENCY</b> | 11-<br>12.W.1.A.<br>a. | Conduct research to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; gather multiple relevant, credible sources, print and digital; integrate information using a standard citation system.   |
| <b>INDICATOR / PROFICIENCY</b> | 11-<br>12.W.1.A.<br>b. | 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 overreliance on any one source and following a standard format for citation. |

**STRAND: BIG IDEA / STANDARD**

**Writing**

|                                 |               |   |
|---------------------------------|---------------|---|
| <b>CONCEPT: GLE / BENCHMARK</b> | <b>W.2.</b>   | <b>Approaching the Task as a Writer</b> |
| <b>GLE / COMPONENT</b>          | <b>W.2.A.</b> | <b>Development</b>                      |

|                                |                  |   |
|--------------------------------|------------------|---|
| <b>INDICATOR / PROFICIENCY</b> | 11-<br>12.W.2.A. | Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques. |
|--------------------------------|------------------|---|

**STRAND: BIG IDEA / STANDARD**

**Writing**

|                                 |                  |   |
|---------------------------------|------------------|---|
| <b>CONCEPT: GLE / BENCHMARK</b> | <b>W.3.</b>      | <b>Approaching the Task as a Reader</b>   |
| <b>GLE / COMPONENT</b>          | <b>W.3.A.</b>    | <b>Revise and Edit</b>  |
| <b>INDICATOR / PROFICIENCY</b>  | 11-<br>12.W.3.A. | <b>Review, revise, and edit writing with consideration for the task, purpose, and audience.</b> |

|                  |                        |   |
|------------------|------------------------|---|
| <b>INDICATOR</b> | 11-<br>12.W.3.A.<br>a. | Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and enhance the reader's understanding of and experience with the text by making choices regarding organization and content. |
|------------------|------------------------|---|

|                  |                        |  |
|------------------|------------------------|--|
| <b>INDICATOR</b> | 11-<br>12.W.3.A.<br>b. | Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language functions in different contexts and enhance the reader's understanding of the text. |
|------------------|------------------------|--|

|           |                        |   |
|-----------|------------------------|---|
| INDICATOR | 11-<br>12.W.3.A.<br>c. | Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage including spelling and punctuation. |
| INDICATOR | 11-<br>12.W.3.A.<br>d. | Use a variety of appropriate transitions to clarify relationships and connect ideas, claims and signal time shifts.   |

**STRAND: BIG IDEA / STANDARD** **Speaking and Listening**

|                          |         |                      |
|--------------------------|---------|----------------------|
| CONCEPT: GLE / BENCHMARK | SL.1.   | <b>Collaborating</b> |
| GLE / COMPONENT          | SL.1.A. | <b>Conversations</b> |

|                         |                   |  |
|-------------------------|-------------------|--|
| INDICATOR / PROFICIENCY | 11-<br>12.SL.1.A. | Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. |
|-------------------------|-------------------|--|

**STRAND: BIG IDEA / STANDARD** **Speaking and Listening**

|                          |         |                      |
|--------------------------|---------|----------------------|
| CONCEPT: GLE / BENCHMARK | SL.1.   | <b>Collaborating</b> |
| GLE / COMPONENT          | SL.1.B. | <b>Questioning</b>   |

|                         |                   |   |
|-------------------------|-------------------|---|
| INDICATOR / PROFICIENCY | 11-<br>12.SL.1.B. | Delineate a speaker's argument and claims evaluating the speaker's point of view, reasoning, stance, and evidence in order to 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. |
|-------------------------|-------------------|---|

**STRAND: BIG IDEA / STANDARD** **Speaking and Listening**

|                          |         |                             |
|--------------------------|---------|-----------------------------|
| CONCEPT: GLE / BENCHMARK | SL.1.   | <b>Collaborating</b>        |
| GLE / COMPONENT          | SL.1.C. | <b>Viewpoints of Others</b> |

|                         |                   |  |
|-------------------------|-------------------|--|
| INDICATOR / PROFICIENCY | 11-<br>12.SL.1.C. | Respond thoughtfully to diverse perspectives including those presented in diverse media: synthesize claims made on all sides of an issue, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. |
|-------------------------|-------------------|--|

**STRAND: BIG IDEA / STANDARD** **Speaking and Listening**

|                          |         |                        |
|--------------------------|---------|------------------------|
| CONCEPT: GLE / BENCHMARK | SL.2.   | <b>Presenting</b>      |
| GLE / COMPONENT          | SL.2.A. | <b>Verbal Delivery</b> |

|                         |                   |  |
|-------------------------|-------------------|--|
| INDICATOR / PROFICIENCY | 11-<br>12.SL.2.A. | Speak audibly, and to the point, using conventions of language as appropriate to task, purpose and audience when presenting including fluent and clear articulation, strategically varying volume, pitch, and pace to consistently engage listeners. |
|-------------------------|-------------------|--|

**STRAND: BIG IDEA / STANDARD****Speaking and Listening**

|                          |         |            |
|--------------------------|---------|------------|
| CONCEPT: GLE / BENCHMARK | SL.2.   | Presenting |
| GLE / COMPONENT          | SL.2.B. | Nonverbal  |

|                         |               |   |
|-------------------------|---------------|---|
| INDICATOR / PROFICIENCY | 11-12.SL.2.B. | Make consistent eye contact with a range of listeners when speaking, using a range of gestures or movement to emphasize aspects of speech while avoiding body language or mannerisms that might be distracting to the audience. |
|-------------------------|---------------|---|

Week 10: Extensive Memory Techniques, p. 95-98

**Missouri Learning Standards****Language Arts**

Grade 11 - Adopted: 2016

**STRAND: BIG IDEA / STANDARD****Speaking and Listening**

|                          |         |               |
|--------------------------|---------|---------------|
| CONCEPT: GLE / BENCHMARK | SL.1.   | Collaborating |
| GLE / COMPONENT          | SL.1.A. | Conversations |

|                         |               |  |
|-------------------------|---------------|--|
| INDICATOR / PROFICIENCY | 11-12.SL.1.A. | Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. |
|-------------------------|---------------|--|

**STRAND: BIG IDEA / STANDARD****Speaking and Listening**

|                          |         |               |
|--------------------------|---------|---------------|
| CONCEPT: GLE / BENCHMARK | SL.1.   | Collaborating |
| GLE / COMPONENT          | SL.1.B. | Questioning   |

|                         |               |   |
|-------------------------|---------------|---|
| INDICATOR / PROFICIENCY | 11-12.SL.1.B. | Delineate a speaker's argument and claims evaluating the speaker's point of view, reasoning, stance, and evidence in order to 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. |
|-------------------------|---------------|---|

**STRAND: BIG IDEA / STANDARD****Speaking and Listening**

|                          |         |                      |
|--------------------------|---------|----------------------|
| CONCEPT: GLE / BENCHMARK | SL.1.   | Collaborating        |
| GLE / COMPONENT          | SL.1.C. | Viewpoints of Others |

|                         |               |  |
|-------------------------|---------------|--|
| INDICATOR / PROFICIENCY | 11-12.SL.1.C. | Respond thoughtfully to diverse perspectives including those presented in diverse media; synthesize claims made on all sides of an issue, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. |
|-------------------------|---------------|--|

**STRAND: BIG IDEA / STANDARD****Speaking and Listening**

|                          |         |            |
|--------------------------|---------|------------|
| CONCEPT: GLE / BENCHMARK | SL.2.   | Presenting |
| GLE / COMPONENT          | SL.2.B. | Nonverbal  |

|                         |               |   |
|-------------------------|---------------|---|
| INDICATOR / PROFICIENCY | 11-12.SL.2.B. | Make consistent eye contact with a range of listeners when speaking, using a range of gestures or movement to emphasize aspects of speech while avoiding body language or mannerisms that might be distracting to the audience. |
|-------------------------|---------------|---|

**Week 11: Impromptu Speech, p. 99-110****Missouri Learning Standards****Language Arts****Grade 11 - Adopted: 2016****STRAND: BIG IDEA / STANDARD****Reading Informational Text**

|                          |         |   |
|--------------------------|---------|---|
| CONCEPT: GLE / BENCHMARK | RI.2.   | Analyze Craft and Structure (Approaching Texts as a Writer) |
| GLE / COMPONENT          | RI.2.B. | Point of View   |

|                         |               |   |
|-------------------------|---------------|---|
| INDICATOR / PROFICIENCY | 11-12.RI.2.B. | Analyze a text in which the author's point of view is not obvious and requires distinguishing what is directly stated from what is implied. |
|-------------------------|---------------|---|

**STRAND: BIG IDEA / STANDARD****Reading Informational Text**

|                          |         |  |
|--------------------------|---------|--|
| CONCEPT: GLE / BENCHMARK | RI.3.   | Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher) |
| GLE / COMPONENT          | RI.3.C. | Historical Context   |

|                         |               |  |
|-------------------------|---------------|--|
| INDICATOR / PROFICIENCY | 11-12.RI.3.C. | Evaluate how an author's work reflects his or her historical/cultural perspective. |
|-------------------------|---------------|--|

**STRAND: BIG IDEA / STANDARD****Writing**

|                          |        |                                      |
|--------------------------|--------|--------------------------------------|
| CONCEPT: GLE / BENCHMARK | W.1.   | Approaching the Task as a Researcher |
| GLE / COMPONENT          | W.1.A. | Research                             |

|                         |                    |  |
|-------------------------|--------------------|--|
| INDICATOR / PROFICIENCY | 11-12.W.1.A.<br>a. | Conduct research to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; gather multiple relevant, credible sources, print and digital; integrate information using a standard citation system. |
|-------------------------|--------------------|--|

|                         |                        |  |
|-------------------------|------------------------|--|
| INDICATOR / PROFICIENCY | 11-<br>12.W.1.A.<br>b. | 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 overreliance on any one source and following a standard format for citation. |
|-------------------------|------------------------|--|

**STRAND: BIG IDEA / STANDARD** **Speaking and Listening**

|                          |         |                      |
|--------------------------|---------|----------------------|
| CONCEPT: GLE / BENCHMARK | SL.1.   | <b>Collaborating</b> |
| GLE / COMPONENT          | SL.1.A. | <b>Conversations</b> |

|                         |                   |  |
|-------------------------|-------------------|--|
| INDICATOR / PROFICIENCY | 11-<br>12.SL.1.A. | Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. |
|-------------------------|-------------------|--|

**STRAND: BIG IDEA / STANDARD** **Speaking and Listening**

|                          |         |                      |
|--------------------------|---------|----------------------|
| CONCEPT: GLE / BENCHMARK | SL.1.   | <b>Collaborating</b> |
| GLE / COMPONENT          | SL.1.B. | <b>Questioning</b>   |

|                         |                   |   |
|-------------------------|-------------------|---|
| INDICATOR / PROFICIENCY | 11-<br>12.SL.1.B. | Delineate a speaker's argument and claims evaluating the speaker's point of view, reasoning, stance, and evidence in order to 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. |
|-------------------------|-------------------|---|

**STRAND: BIG IDEA / STANDARD** **Speaking and Listening**

|                          |         |                             |
|--------------------------|---------|-----------------------------|
| CONCEPT: GLE / BENCHMARK | SL.1.   | <b>Collaborating</b>        |
| GLE / COMPONENT          | SL.1.C. | <b>Viewpoints of Others</b> |

|                         |                   |  |
|-------------------------|-------------------|--|
| INDICATOR / PROFICIENCY | 11-<br>12.SL.1.C. | Respond thoughtfully to diverse perspectives including those presented in diverse media; synthesize claims made on all sides of an issue, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. |
|-------------------------|-------------------|--|

**STRAND: BIG IDEA / STANDARD** **Speaking and Listening**

|                          |         |                        |
|--------------------------|---------|------------------------|
| CONCEPT: GLE / BENCHMARK | SL.2.   | <b>Presenting</b>      |
| GLE / COMPONENT          | SL.2.A. | <b>Verbal Delivery</b> |

|                         |                   |  |
|-------------------------|-------------------|--|
| INDICATOR / PROFICIENCY | 11-<br>12.SL.2.A. | Speak audibly, and to the point, using conventions of language as appropriate to task, purpose and audience when presenting including fluent and clear articulation, strategically varying volume, pitch, and pace to consistently engage listeners. |
|-------------------------|-------------------|--|

**STRAND: BIG IDEA / STANDARD****Speaking and Listening**

|                                 |                |                   |
|---------------------------------|----------------|-------------------|
| <b>CONCEPT: GLE / BENCHMARK</b> | <b>SL.2.</b>   | <b>Presenting</b> |
| <b>GLE / COMPONENT</b>          | <b>SL.2.B.</b> | <b>Nonverbal</b>  |

|                                |                      |   |
|--------------------------------|----------------------|---|
| <b>INDICATOR / PROFICIENCY</b> | <b>11-12.SL.2.B.</b> | Make consistent eye contact with a range of listeners when speaking, using a range of gestures or movement to emphasize aspects of speech while avoiding body language or mannerisms that might be distracting to the audience. |
|--------------------------------|----------------------|---|

Week 12: Various Speech Opportunities, p. 110-119

**Missouri Learning Standards****Language Arts****Grade 11 - Adopted: 2016****STRAND: BIG IDEA / STANDARD****Writing**

|                                 |               |   |
|---------------------------------|---------------|---|
| <b>CONCEPT: GLE / BENCHMARK</b> | <b>W.1.</b>   | <b>Approaching the Task as a Researcher</b> |
| <b>GLE / COMPONENT</b>          | <b>W.1.A.</b> | <b>Research</b>                             |

|                                |                     |  |
|--------------------------------|---------------------|--|
| <b>INDICATOR / PROFICIENCY</b> | <b>11-12.W.1.A.</b> | Conduct research to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; gather multiple relevant, credible sources, print and digital; integrate information using a standard citation system. |
|--------------------------------|---------------------|--|

|                                |                     |  |
|--------------------------------|---------------------|--|
| <b>INDICATOR / PROFICIENCY</b> | <b>11-12.W.1.A.</b> | 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 overreliance on any one source and following a standard format for citation. |
|--------------------------------|---------------------|--|

**STRAND: BIG IDEA / STANDARD****Speaking and Listening**

|                                 |                |                      |
|---------------------------------|----------------|----------------------|
| <b>CONCEPT: GLE / BENCHMARK</b> | <b>SL.1.</b>   | <b>Collaborating</b> |
| <b>GLE / COMPONENT</b>          | <b>SL.1.A.</b> | <b>Conversations</b> |

|                                |                      |  |
|--------------------------------|----------------------|--|
| <b>INDICATOR / PROFICIENCY</b> | <b>11-12.SL.1.A.</b> | Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. |
|--------------------------------|----------------------|--|

**STRAND: BIG IDEA / STANDARD****Speaking and Listening**

|                                 |                |                      |
|---------------------------------|----------------|----------------------|
| <b>CONCEPT: GLE / BENCHMARK</b> | <b>SL.1.</b>   | <b>Collaborating</b> |
| <b>GLE / COMPONENT</b>          | <b>SL.1.B.</b> | <b>Questioning</b>   |

|                         |               |   |
|-------------------------|---------------|---|
| INDICATOR / PROFICIENCY | 11-12.SL.1.B. | Delineate a speaker's argument and claims evaluating the speaker's point of view, reasoning, stance, and evidence in order to 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. |
|-------------------------|---------------|---|

**STRAND: BIG IDEA / STANDARD** **Speaking and Listening**

|                          |         |                             |
|--------------------------|---------|-----------------------------|
| CONCEPT: GLE / BENCHMARK | SL.1.   | <b>Collaborating</b>        |
| GLE / COMPONENT          | SL.1.C. | <b>Viewpoints of Others</b> |

|                         |               |  |
|-------------------------|---------------|--|
| INDICATOR / PROFICIENCY | 11-12.SL.1.C. | Respond thoughtfully to diverse perspectives including those presented in diverse media: synthesize claims made on all sides of an issue, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. |
|-------------------------|---------------|--|

**STRAND: BIG IDEA / STANDARD** **Speaking and Listening**

|                          |         |                        |
|--------------------------|---------|------------------------|
| CONCEPT: GLE / BENCHMARK | SL.2.   | <b>Presenting</b>      |
| GLE / COMPONENT          | SL.2.A. | <b>Verbal Delivery</b> |

|                         |               |  |
|-------------------------|---------------|--|
| INDICATOR / PROFICIENCY | 11-12.SL.2.A. | Speak audibly, and to the point, using conventions of language as appropriate to task, purpose and audience when presenting including fluent and clear articulation, strategically varying volume, pitch, and pace to consistently engage listeners. |
|-------------------------|---------------|--|

**STRAND: BIG IDEA / STANDARD** **Speaking and Listening**

|                          |         |                   |
|--------------------------|---------|-------------------|
| CONCEPT: GLE / BENCHMARK | SL.2.   | <b>Presenting</b> |
| GLE / COMPONENT          | SL.2.B. | <b>Nonverbal</b>  |

|                         |               |   |
|-------------------------|---------------|---|
| INDICATOR / PROFICIENCY | 11-12.SL.2.B. | Make consistent eye contact with a range of listeners when speaking, using a range of gestures or movement to emphasize aspects of speech while avoiding body language or mannerisms that might be distracting to the audience. |
|-------------------------|---------------|---|