

# Main Criteria: Introduction to Public Speaking

## Secondary Criteria: Utah Core Standards

Subject: Language Arts

Grade: 12

### Introduction to Public Speaking

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

## Utah Core Standards

### Language Arts

Grade 12 - Adopted: 2023

#### STANDARD / AREA OF LEARNING

#### English Language Arts Grade 11-12 (2023)

OBJECTIVE / STRAND	11-12.SL.	Speaking and Listening (11-12.SL): Students will learn to collaborate, express and listen to ideas, integrate and evaluate information from various sources, use media and visual displays as well as language and grammar strategically to help achieve communicative purposes, and adapt to context and task.
INDICATOR / CLUSTER	11-12.SL.1.	Participate effectively in a range of conversations and collaborations on topics, texts, and issues.
EXPECTATION / STANDARD	11-12.SL.1.a.	Respond thoughtfully to diverse perspectives in democratic discussions that involve decision-making and role-taking; resolve claims and evidence.
EXPECTATION / STANDARD	11-12.SL.1.b.	Participate in conversations by asking and responding to questions that examine reasoning and evidence, ensuring the opportunity to consider a range of perspectives, and clarify, verify, or challenge ideas and conclusions with evidence.
EXPECTATION / STANDARD	11-12.SL.1.c.	Resolve contradictions when applicable, and determine if additional information or research is required to deepen the investigation or conversation.

#### STANDARD / AREA OF LEARNING

#### English Language Arts Grade 11-12 (2023)

OBJECTIVE / STRAND	11-12.R.	Reading (11-12.R): Students will learn to proficiently read and comprehend grade level literature and informational text, including seminal U.S. documents of historical and literary significance, at the high end of the grade level text complexity band, with scaffolding as needed.
INDICATOR / CLUSTER	11-12.R.1.	Mastered in preschool.
INDICATOR / CLUSTER	11-12.R.2.	Mastered in grade 3.
INDICATOR / CLUSTER	11-12.R.3.	Mastered in grade 5.
INDICATOR / CLUSTER	11-12.R.4.	Read grade-level text with accuracy and fluency to support comprehension. (RL & RI)

INDICATOR / CLUSTER	11-12.R.5.	Cite relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including analyzing where the text implies ambiguity. (RL & RI)
INDICATOR / CLUSTER	11-12.R.6.	When reading texts, including those from diverse cultures, determine two or more themes and analyze their development, including how they interact and build on one another to produce a complex account, and provide an objective summary that includes textual evidence. (RL) When reading texts, including those from diverse cultures, determine main ideas of two or more texts, analyze the main ideas, supporting details, and the relationship between/among the texts; provide an objective synthesis of the texts that includes textual evidence. (RI)
INDICATOR / CLUSTER	11-12.R.8.	Determine the meaning and impact of words and phrases on tone and mood, including words with multiple meanings. Analyze figurative language, connotative meanings, and figures of speech. Examine how the author uses and refines the meaning of domain-specific vocabulary and how language differs across historical time periods, cultures, regions, and genres. (RL & RI)
<b>STANDARD / AREA OF LEARNING</b>		<b>Journalism</b>
<b>OBJECTIVE / STRAND</b>	<b>2</b>	<b>Media Literacy. Students will critically evaluate various forms of media.</b>
INDICATOR / CLUSTER	2.4.	Identify emotional appeals and logic fallacies. Distinguish writing intended as objective from that intended as subjective.
<b>STANDARD / AREA OF LEARNING</b>		<b>Speech &amp; Debate</b>
<b>OBJECTIVE / STRAND</b>	<b>1</b>	<b>Research and Development. Students will read and collect research from textual evidence to prepare for debates.</b>
INDICATOR / CLUSTER	1.3.	Collaborate to define issues and develop strategies.
<b>STANDARD / AREA OF LEARNING</b>		<b>Speech &amp; Debate</b>
<b>OBJECTIVE / STRAND</b>	<b>2</b>	<b>Fundamentals. Students will analyze and evaluate various speech and debate formats to develop fundamental knowledge for application.</b>
INDICATOR / CLUSTER	2.4.	Demonstrate ethical practices in speech and debate (e.g., behavior, courtesy, verbal and nonverbal communication).
<b>STANDARD / AREA OF LEARNING</b>		<b>Speech &amp; Debate</b>
<b>OBJECTIVE / STRAND</b>	<b>2</b>	<b>Fundamentals. Students will analyze and evaluate various speech and debate formats to develop fundamental knowledge for application.</b>
<b>INDICATOR / CLUSTER</b>	<b>2.5.</b>	<b>Demonstrate effective communication skills in speech and debate:</b>
EXPECTATION / STANDARD		Speaking (e.g., framing questions, responding to questions, speaking extemporaneously, using appropriate language)
EXPECTATION / STANDARD		Listening (e.g., critical and attentive listening demonstrated by note taking, critiquing)

**STANDARD /  
AREA OF  
LEARNING**

**Speech & Debate**

<b>OBJECTIVE / STRAND</b>	<b>2</b>	<b>Fundamentals. Students will analyze and evaluate various speech and debate formats to develop fundamental knowledge for application.</b>
<b>INDICATOR / CLUSTER</b>	<b>2..5.</b>	<b>Demonstrate effective communication skills in speech and debate:</b>

EXPECTATION /  
STANDARD

Nonverbal communication (e.g., attire, eye contact, facial expressions, gestures, proximity)

**STANDARD /  
AREA OF  
LEARNING**

**Speech & Debate**

<b>OBJECTIVE / STRAND</b>	<b>2</b>	<b>Fundamentals. Students will analyze and evaluate various speech and debate formats to develop fundamental knowledge for application.</b>
<b>INDICATOR / CLUSTER</b>	<b>2.10.</b>	<b>Apply critical thinking skills when researching, preparing, and presenting arguments:</b>

EXPECTATION /  
STANDARD

Causal arguments

EXPECTATION /  
STANDARD

Logical fallacies

EXPECTATION /  
STANDARD

Source validity

EXPECTATION /  
STANDARD

Topic and analysis support using strong evidence

EXPECTATION /  
STANDARD

Challenge the status quo and current policy proposals, using a variety of arguments and rhetorical devices

**STANDARD /  
AREA OF  
LEARNING**

**Speech & Debate**

<b>OBJECTIVE / STRAND</b>	<b>3</b>	<b>Performance and Evaluation. Students will demonstrate fundamental speaking and debating skills and evaluate best practices.</b>
<b>INDICATOR / CLUSTER</b>	<b>3.9.</b>	<b>Demonstrate appropriate critical, empathetic, appreciative, and reflective listening skills in formal and informal situations:</b>

EXPECTATION /  
STANDARD

Note-taking

**STANDARD /  
AREA OF  
LEARNING**

**Creative Writing & Lit Mag**

<b>OBJECTIVE / STRAND</b>	<b>1</b>	<b>Writing Process. Students use the iterative process of writing to produce various types of narratives, poetry, and prose.</b>
<b>INDICATOR / CLUSTER</b>	<b>1.3.</b>	<b>Use various techniques for organizing ideas such as outlining, storyboarding, timelines, and plotting.</b>

**STANDARD /  
AREA OF  
LEARNING****Creative Writing & Lit Mag**

<b>OBJECTIVE / STRAND</b>	<b>3</b>	<b>Craft and Creation. Students will produce vivid narratives, poetry, and prose by effectively using a variety of genre-appropriate writing strategies and language techniques.</b>
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<b>INDICATOR / CLUSTER</b>	3.1.	Produce writing based on historical and contemporary structures and forms (e.g., sonnet, villanelle, short story, script writing, etc.) and on a variety of idea-generation techniques (e.g., found poetry, plot structure outline, free[1]write, writing prompts, etc.).
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**STANDARD /  
AREA OF  
LEARNING****Professional & Technical Communication**

<b>OBJECTIVE / STRAND</b>	<b>1</b>	<b>Reading and Analysis. Students will analyze a variety of digital and print texts to gather information and use as quality examples of professional and technical communication.</b>
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<b>INDICATOR / CLUSTER</b>	1.3.	Determine the meaning of professional and technical vocabulary to aid comprehension and conduct research.
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**STANDARD /  
AREA OF  
LEARNING****Professional & Technical Communication**

<b>OBJECTIVE / STRAND</b>	<b>2</b>	<b>Oral Communication. Students will engage in a variety of professional and technical oral communications.</b>
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<b>INDICATOR / CLUSTER</b>	2.1.	Develop professional and technical oral communication techniques using language, syntax, and organization that are appropriate to the audience, purpose, and context.
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<b>INDICATOR / CLUSTER</b>	2.2.	Utilize appropriate delivery techniques (i.e., posture, gesture, eye contact, vocal expressiveness) to make presentations understandable.
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<b>INDICATOR / CLUSTER</b>	2.3.	Participate in clarifying discussions about the format and content of professional and technical communications produced by self, peers, teams, and outside sources.
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Week 02: Speaker Evaluation Techniques; Structure of a Basic Speech, p. 17-28

**Utah Core Standards****Language Arts**

Grade 12 - Adopted: 2023

**STANDARD /  
AREA OF  
LEARNING****English Language Arts Grade 11-12 (2023)**

<b>OBJECTIVE / STRAND</b>	<b>11-12.SL.</b>	<b>Speaking and Listening (11-12.SL): Students will learn to collaborate, express and listen to ideas, integrate and evaluate information from various sources, use media and visual displays as well as language and grammar strategically to help achieve communicative purposes, and adapt to context and task.</b>
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<b>INDICATOR / CLUSTER</b>	<b>11-12.SL.1.</b>	<b>Participate effectively in a range of conversations and collaborations on topics, texts, and issues.</b>
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<b>EXPECTATION / STANDARD</b>	11-12.SL.1.a.	Respond thoughtfully to diverse perspectives in democratic discussions that involve decision-making and role-taking; resolve claims and evidence.
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EXPECTATION / STANDARD	11-12.SL.1.b.	Participate in conversations by asking and responding to questions that examine reasoning and evidence, ensuring the opportunity to consider a range of perspectives, and clarify, verify, or challenge ideas and conclusions with evidence.
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EXPECTATION / STANDARD	11-12.SL.1.c.	Resolve contradictions when applicable, and determine if additional information or research is required to deepen the investigation or conversation.
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**STANDARD / AREA OF LEARNING**

**English Language Arts Grade 11-12 (2023)**

OBJECTIVE / STRAND	11-12.R.	<b>Reading (11-12.R): Students will learn to proficiently read and comprehend grade level literature and informational text, including seminal U.S. documents of historical and literary significance, at the high end of the grade level text complexity band, with scaffolding as needed.</b>
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INDICATOR / CLUSTER	11-12.R.1.	Mastered in preschool.
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INDICATOR / CLUSTER	11-12.R.2.	Mastered in grade 3.
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INDICATOR / CLUSTER	11-12.R.3.	Mastered in grade 5.
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INDICATOR / CLUSTER	11-12.R.4.	Read grade-level text with accuracy and fluency to support comprehension. (RL & RI)
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INDICATOR / CLUSTER	11-12.R.5.	Cite relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including analyzing where the text implies ambiguity. (RL & RI)
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INDICATOR / CLUSTER	11-12.R.6.	When reading texts, including those from diverse cultures, determine two or more themes and analyze their development, including how they interact and build on one another to produce a complex account, and provide an objective summary that includes textual evidence. (RL) When reading texts, including those from diverse cultures, determine main ideas of two or more texts, analyze the main ideas, supporting details, and the relationship between/among the texts; provide an objective synthesis of the texts that includes textual evidence. (RI)
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**STANDARD / AREA OF LEARNING**

**English Language Arts Grade 11-12 (2023)**

OBJECTIVE / STRAND	11-12.W.	<b>Writing (11-12.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.</b>
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INDICATOR / CLUSTER	11-12.W.2.	<b>Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content, and provide a conclusion that follows from and supports the information or explanation presented.</b>
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EXPECTATION / STANDARD	11-12.W.2.b.	Develop the topic thoroughly with relevant and sufficient facts, extended definitions, concrete details, quotations, examples, and figurative language.
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**STANDARD / AREA OF LEARNING**

**English Language Arts Grade 11-12 (2023)**

OBJECTIVE / STRAND	11-12.W.	<b>Writing (11-12.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.</b>
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INDICATOR / CLUSTER	11-12.W.4.	<b>Conduct research projects to craft an argument, answer a question, or provide an analysis.</b>
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EXPECTATION / STANDARD	11-12.W.4.c.	Avoid plagiarism by quoting, paraphrasing, and citing, using a standard format for citation of evidence.
<b>STANDARD / AREA OF LEARNING</b>		<b>Journalism</b>
<b>OBJECTIVE / STRAND</b>	<b>3</b>	<b>Reporting &amp; Writing Process. Students will effectively use the reporting and writing journalism plays a pivotal role in storytelling while becoming familiar with the basics of photo, video and audio production.</b>
INDICATOR / CLUSTER	3.5.	Use direct and indirect quotes in copy with appropriate attribution (e.g., punctuation, identification, verb choice).
<b>STANDARD / AREA OF LEARNING</b>		<b>Speech &amp; Debate</b>
<b>OBJECTIVE / STRAND</b>	<b>1</b>	<b>Research and Development. Students will read and collect research from textual evidence to prepare for debates.</b>
INDICATOR / CLUSTER	1.3.	Collaborate to define issues and develop strategies.
<b>STANDARD / AREA OF LEARNING</b>		<b>Speech &amp; Debate</b>
<b>OBJECTIVE / STRAND</b>	<b>2</b>	<b>Fundamentals. Students will analyze and evaluate various speech and debate formats to develop fundamental knowledge for application.</b>
INDICATOR / CLUSTER	2.4.	Demonstrate ethical practices in speech and debate (e.g., behavior, courtesy, verbal and nonverbal communication).
<b>STANDARD / AREA OF LEARNING</b>		<b>Speech &amp; Debate</b>
<b>OBJECTIVE / STRAND</b>	<b>2</b>	<b>Fundamentals. Students will analyze and evaluate various speech and debate formats to develop fundamental knowledge for application.</b>
<b>INDICATOR / CLUSTER</b>	<b>2.5.</b>	<b>Demonstrate effective communication skills in speech and debate:</b>
EXPECTATION / STANDARD		Speaking (e.g., framing questions, responding to questions, speaking extemporaneously, using appropriate language)
EXPECTATION / STANDARD		Listening (e.g., critical and attentive listening demonstrated by note taking, critiquing)
<b>STANDARD / AREA OF LEARNING</b>		<b>Speech &amp; Debate</b>
<b>OBJECTIVE / STRAND</b>	<b>2</b>	<b>Fundamentals. Students will analyze and evaluate various speech and debate formats to develop fundamental knowledge for application.</b>
<b>INDICATOR / CLUSTER</b>	<b>2..5.</b>	<b>Demonstrate effective communication skills in speech and debate:</b>
EXPECTATION / STANDARD		Nonverbal communication (e.g., attire, eye contact, facial expressions, gestures, proximity)

**STANDARD /  
AREA OF  
LEARNING****Speech & Debate**

<b>OBJECTIVE / STRAND</b>	<b>3</b>	<b>Performance and Evaluation. Students will demonstrate fundamental speaking and debating skills and evaluate best practices.</b>
<b>INDICATOR / CLUSTER</b>	<b>3.1.</b>	<b>Apply principles of ethical communication appropriate to context:</b>
EXPECTATION / STANDARD		Academic honesty

EXPECTATION / STANDARD		Communication responsibility
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**STANDARD /  
AREA OF  
LEARNING****Speech & Debate**

<b>OBJECTIVE / STRAND</b>	<b>3</b>	<b>Performance and Evaluation. Students will demonstrate fundamental speaking and debating skills and evaluate best practices.</b>
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INDICATOR / CLUSTER	3.5.	Demonstrate the ability to give and receive constructive criticism to self and peers.
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**STANDARD /  
AREA OF  
LEARNING****Speech & Debate**

<b>OBJECTIVE / STRAND</b>	<b>3</b>	<b>Performance and Evaluation. Students will demonstrate fundamental speaking and debating skills and evaluate best practices.</b>
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<b>INDICATOR / CLUSTER</b>	<b>3.9.</b>	<b>Demonstrate appropriate critical, empathetic, appreciative, and reflective listening skills in formal and informal situations:</b>
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EXPECTATION / STANDARD		Note-taking
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**STANDARD /  
AREA OF  
LEARNING****Creative Writing & Lit Mag**

<b>OBJECTIVE / STRAND</b>	<b>3</b>	<b>Craft and Creation. Students will produce vivid narratives, poetry, and prose by effectively using a variety of genre-appropriate writing strategies and language techniques.</b>
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INDICATOR / CLUSTER	3.1.	Produce writing based on historical and contemporary structures and forms (e.g., sonnet, villanelle, short story, script writing, etc.) and on a variety of idea-generation techniques (e.g., found poetry, plot structure outline, free[1]write, writing prompts, etc.).
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**STANDARD /  
AREA OF  
LEARNING****Professional & Technical Communication**

<b>OBJECTIVE / STRAND</b>	<b>2</b>	<b>Oral Communication. Students will engage in a variety of professional and technical oral communications.</b>
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INDICATOR / CLUSTER	2.1.	Develop professional and technical oral communication techniques using language, syntax, and organization that are appropriate to the audience, purpose, and context.
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INDICATOR / CLUSTER	2.2.	Utilize appropriate delivery techniques (i.e., posture, gesture, eye contact, vocal expressiveness) to make presentations understandable.
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INDICATOR / CLUSTER	2.3.	Participate in clarifying discussions about the format and content of professional and technical communications produced by self, peers, teams, and outside sources.
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Week 03: The Body of a Speech, p. 29-42

**Utah Core Standards**

**Language Arts**

**Grade 12 - Adopted: 2023**

**STANDARD / AREA OF LEARNING** **English Language Arts Grade 11-12 (2023)**

<b>OBJECTIVE / STRAND</b>	<b>11-12.SL.</b>	<b>Speaking and Listening (11-12.SL): Students will learn to collaborate, express and listen to ideas, integrate and evaluate information from various sources, use media and visual displays as well as language and grammar strategically to help achieve communicative purposes, and adapt to context and task.</b>
<b>INDICATOR / CLUSTER</b>	<b>11-12.SL.1.</b>	<b>Participate effectively in a range of conversations and collaborations on topics, texts, and issues.</b>

EXPECTATION / STANDARD	11-12.SL.1.a.	Respond thoughtfully to diverse perspectives in democratic discussions that involve decision-making and role-taking; resolve claims and evidence.
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EXPECTATION / STANDARD	11-12.SL.1.b.	Participate in conversations by asking and responding to questions that examine reasoning and evidence, ensuring the opportunity to consider a range of perspectives, and clarify, verify, or challenge ideas and conclusions with evidence.
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EXPECTATION / STANDARD	11-12.SL.1.c.	Resolve contradictions when applicable, and determine if additional information or research is required to deepen the investigation or conversation.
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**STANDARD / AREA OF LEARNING** **English Language Arts Grade 11-12 (2023)**

<b>OBJECTIVE / STRAND</b>	<b>11-12.R.</b>	<b>Reading (11-12.R): Students will learn to proficiently read and comprehend grade level literature and informational text, including seminal U.S. documents of historical and literary significance, at the high end of the grade level text complexity band, with scaffolding as needed.</b>
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INDICATOR / CLUSTER	11-12.R.1.	Mastered in preschool.
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INDICATOR / CLUSTER	11-12.R.2.	Mastered in grade 3.
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INDICATOR / CLUSTER	11-12.R.3.	Mastered in grade 5.
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INDICATOR / CLUSTER	11-12.R.4.	Read grade-level text with accuracy and fluency to support comprehension. (RL & RI)
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INDICATOR / CLUSTER	11-12.R.5.	Cite relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including analyzing where the text implies ambiguity. (RL & RI)
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INDICATOR / CLUSTER	11-12.R.6.	When reading texts, including those from diverse cultures, determine two or more themes and analyze their development, including how they interact and build on one another to produce a complex account, and provide an objective summary that includes textual evidence. (RL) When reading texts, including those from diverse cultures, determine main ideas of two or more texts, analyze the main ideas, supporting details, and the relationship between/among the texts; provide an objective synthesis of the texts that includes textual evidence. (RI)
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**STANDARD / AREA OF LEARNING**

**English Language Arts Grade 11-12 (2023)**

OBJECTIVE / STRAND	11-12.W.	Writing (11-12.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.
INDICATOR / CLUSTER	11-12.W.1.	Write arguments to support claims in an analysis of complex topics or texts, using logical reasoning and relevant, sufficient evidence, and provide a conclusion that follows from and supports the argument presented.

EXPECTATION / STANDARD	11-12.W.1.d.	Use appropriate conventions and style for the audience, purpose, and task.
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**STANDARD / AREA OF LEARNING**

**English Language Arts Grade 11-12 (2023)**

OBJECTIVE / STRAND	11-12.W.	Writing (11-12.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.
INDICATOR / CLUSTER	11-12.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content, and provide a conclusion that follows from and supports the information or explanation presented.

EXPECTATION / STANDARD	11-12.W.2.a.	Introduce a topic; organize complex ideas and information so that each new element builds on that which precedes it to create a unified whole; utilize formatting, graphics, and multimedia to illustrate complexities.
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EXPECTATION / STANDARD	11-12.W.2.b.	Develop the topic thoroughly with relevant and sufficient facts, extended definitions, concrete details, quotations, examples, and figurative language.
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EXPECTATION / STANDARD	11-12.W.2.c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas.
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EXPECTATION / STANDARD	11-12.W.2.d.	Use precise language and content-specific vocabulary to clarify the complexity of the ideas.
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EXPECTATION / STANDARD	11-12.W.2.e.	Use appropriate conventions and style for the audience, purpose, and task.
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**STANDARD / AREA OF LEARNING**

**English Language Arts Grade 11-12 (2023)**

OBJECTIVE / STRAND	11-12.W.	Writing (11-12.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.
INDICATOR / CLUSTER	11-12.W.3.	Write narrative texts to develop real or imagined experiences or events using effective technique, well-structured event sequences, well-chosen details, and provide a resolution with closure.

EXPECTATION / STANDARD	11-12.W.3.e.	Use appropriate conventions and style for the audience, purpose, and task.
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**STANDARD /  
AREA OF  
LEARNING****English Language Arts Grade 11-12 (2023)**

<b>OBJECTIVE / STRAND</b>	11-12.W.	<b>Writing (11-12.W):</b> Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.
<b>INDICATOR / CLUSTER</b>	11-12.W.4.	<b>Conduct research projects to craft an argument, answer a question, or provide an analysis.</b>
<b>EXPECTATION / STANDARD</b>	11-12.W.4.c.	Avoid plagiarism by quoting, paraphrasing, and citing, using a standard format for citation of evidence.

**STANDARD /  
AREA OF  
LEARNING****English Language Arts Grade 11-12 (2023)**

<b>OBJECTIVE / STRAND</b>	11-12.W.	<b>Writing (11-12.W):</b> Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.
<b>INDICATOR / CLUSTER</b>	11-12.W.5.	Mastered in grade 5.

**STANDARD /  
AREA OF  
LEARNING****Journalism**

<b>OBJECTIVE / STRAND</b>	3	<b>Reporting &amp; Writing Process.</b> Students will effectively use the reporting and writing journalism plays a pivotal role in storytelling while becoming familiar with the basics of photo, video and audio production.
<b>INDICATOR / CLUSTER</b>	3.5.	Use direct and indirect quotes in copy with appropriate attribution (e.g., punctuation, identification, verb choice).

**STANDARD /  
AREA OF  
LEARNING****Speech & Debate**

<b>OBJECTIVE / STRAND</b>	1	<b>Research and Development.</b> Students will read and collect research from textual evidence to prepare for debates.
<b>INDICATOR / CLUSTER</b>	1.3.	Collaborate to define issues and develop strategies.

**STANDARD /  
AREA OF  
LEARNING****Speech & Debate**

<b>OBJECTIVE / STRAND</b>	2	<b>Fundamentals.</b> Students will analyze and evaluate various speech and debate formats to develop fundamental knowledge for application.
<b>INDICATOR / CLUSTER</b>	2.4.	Demonstrate ethical practices in speech and debate (e.g., behavior, courtesy, verbal and nonverbal communication).

**STANDARD /  
AREA OF  
LEARNING****Speech & Debate**

<b>OBJECTIVE / STRAND</b>	2	<b>Fundamentals.</b> Students will analyze and evaluate various speech and debate formats to develop fundamental knowledge for application.
<b>INDICATOR / CLUSTER</b>	2.5.	<b>Demonstrate effective communication skills in speech and debate:</b>

EXPECTATION / STANDARD		Speaking (e.g., framing questions, responding to questions, speaking extemporaneously, using appropriate language)
EXPECTATION / STANDARD		Listening (e.g., critical and attentive listening demonstrated by note taking, critiquing)
<b>STANDARD / AREA OF LEARNING</b>		<b>Speech &amp; Debate</b>
<b>OBJECTIVE / STRAND</b>	<b>2</b>	<b>Fundamentals. Students will analyze and evaluate various speech and debate formats to develop fundamental knowledge for application.</b>
<b>INDICATOR / CLUSTER</b>	<b>2..5.</b>	<b>Demonstrate effective communication skills in speech and debate:</b>
EXPECTATION / STANDARD		Nonverbal communication (e.g., attire, eye contact, facial expressions, gestures, proximity)
<b>STANDARD / AREA OF LEARNING</b>		<b>Speech &amp; Debate</b>
<b>OBJECTIVE / STRAND</b>	<b>3</b>	<b>Performance and Evaluation. Students will demonstrate fundamental speaking and debating skills and evaluate best practices.</b>
<b>INDICATOR / CLUSTER</b>	<b>3.1.</b>	<b>Apply principles of ethical communication appropriate to context:</b>
EXPECTATION / STANDARD		Academic honesty
EXPECTATION / STANDARD		Communication responsibility
<b>STANDARD / AREA OF LEARNING</b>		<b>Speech &amp; Debate</b>
<b>OBJECTIVE / STRAND</b>	<b>3</b>	<b>Performance and Evaluation. Students will demonstrate fundamental speaking and debating skills and evaluate best practices.</b>
<b>INDICATOR / CLUSTER</b>	<b>3.5.</b>	<b>Demonstrate the ability to give and receive constructive criticism to self and peers.</b>
<b>STANDARD / AREA OF LEARNING</b>		<b>Speech &amp; Debate</b>
<b>OBJECTIVE / STRAND</b>	<b>3</b>	<b>Performance and Evaluation. Students will demonstrate fundamental speaking and debating skills and evaluate best practices.</b>
<b>INDICATOR / CLUSTER</b>	<b>3.9.</b>	<b>Demonstrate appropriate critical, empathetic, appreciative, and reflective listening skills in formal and informal situations:</b>
EXPECTATION / STANDARD		Note-taking
<b>STANDARD / AREA OF LEARNING</b>		<b>Creative Writing &amp; Lit Mag</b>
<b>OBJECTIVE / STRAND</b>	<b>1</b>	<b>Writing Process. Students use the iterative process of writing to produce various types of narratives, poetry, and prose.</b>

INDICATOR / CLUSTER	1.1.	Generate and/or capture multiple ideas for writing through observation, processing, discussion, and reading.
INDICATOR / CLUSTER	1.2.	Focus ideas on addressing what is most significant and/or relevant for a specific genre, purpose, and audience.
INDICATOR / CLUSTER	1.3.	Use various techniques for organizing ideas such as outlining, storyboarding, timelines, and plotting.
<b>STANDARD / AREA OF LEARNING</b>		<b>Creative Writing &amp; Lit Mag</b>
<b>OBJECTIVE / STRAND</b>	<b>2</b>	<b>Analysis of Genre. Students will develop an understanding of genre conventions and apply them in their writing.</b>
INDICATOR / CLUSTER	2.1.	Analyze mentor texts, peer work, and student-created content in a wide variety of genres and modes for craft, style, voice, theme, elements of language, and conventions in order to determine the effects of such writing techniques on a text.
INDICATOR / CLUSTER	2.2.	Analyze craft, style, voice, theme, and conventions in their own and other student's writing in a variety of genres and modes.
INDICATOR / CLUSTER	2.4.	Determine the audience and purpose of a wide variety of genres.
<b>STANDARD / AREA OF LEARNING</b>		<b>Creative Writing &amp; Lit Mag</b>
<b>OBJECTIVE / STRAND</b>	<b>3</b>	<b>Craft and Creation. Students will produce vivid narratives, poetry, and prose by effectively using a variety of genre-appropriate writing strategies and language techniques.</b>
INDICATOR / CLUSTER	3.1.	Produce writing based on historical and contemporary structures and forms (e.g., sonnet, villanelle, short story, script writing, etc.) and on a variety of idea-generation techniques (e.g., found poetry, plot structure outline, free[1]write, writing prompts, etc.).
INDICATOR / CLUSTER	3.7.	Construct a finished product that demonstrates mastery of targeted writing techniques specific to the genre.
<b>STANDARD / AREA OF LEARNING</b>		<b>Creative Writing &amp; Lit Mag</b>
<b>OBJECTIVE / STRAND</b>	<b>4</b>	<b>Collaboration and Evaluation. Students will collaborate with peers in the production and evaluation of writing.</b>
INDICATOR / CLUSTER	4.1.	Generate ideas and research in collaboration with others to draft, plan, present, and publish original work.
<b>STANDARD / AREA OF LEARNING</b>		<b>Creative Writing &amp; Lit Mag</b>
<b>OBJECTIVE / STRAND</b>	<b>5</b>	<b>Literary Magazine/Publication. Students will develop editorial and publishing skills to produce a literary magazine or publication (in schools where such a publication exists).</b>

INDICATOR / CLUSTER	5.3.	Create products to solicit submissions as well as promote the publication such as posters, flyers, social media posts, videos and/or announcements.
<b>STANDARD / AREA OF LEARNING</b>		<b>Professional &amp; Technical Communication</b>
<b>OBJECTIVE / STRAND</b>	<b>2</b>	<b>Oral Communication. Students will engage in a variety of professional and technical oral communications.</b>
INDICATOR / CLUSTER	2.1.	Develop professional and technical oral communication techniques using language, syntax, and organization that are appropriate to the audience, purpose, and context.
INDICATOR / CLUSTER	2.2.	Utilize appropriate delivery techniques (i.e., posture, gesture, eye contact, vocal expressiveness) to make presentations understandable.
INDICATOR / CLUSTER	2.3.	Participate in clarifying discussions about the format and content of professional and technical communications produced by self, peers, teams, and outside sources.

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

**Utah Core Standards**

**Language Arts**

Grade 12 - Adopted: 2023

<b>STANDARD / AREA OF LEARNING</b>		<b>English Language Arts Grade 11-12 (2023)</b>
<b>OBJECTIVE / STRAND</b>	<b>11-12.SL.</b>	<b>Speaking and Listening (11-12.SL): Students will learn to collaborate, express and listen to ideas, integrate and evaluate information from various sources, use media and visual displays as well as language and grammar strategically to help achieve communicative purposes, and adapt to context and task.</b>
<b>INDICATOR / CLUSTER</b>	<b>11-12.SL.1.</b>	<b>Participate effectively in a range of conversations and collaborations on topics, texts, and issues.</b>
EXPECTATION / STANDARD	11-12.SL.1.a.	Respond thoughtfully to diverse perspectives in democratic discussions that involve decision-making and role-taking; resolve claims and evidence.
EXPECTATION / STANDARD	11-12.SL.1.b.	Participate in conversations by asking and responding to questions that examine reasoning and evidence, ensuring the opportunity to consider a range of perspectives, and clarify, verify, or challenge ideas and conclusions with evidence.
EXPECTATION / STANDARD	11-12.SL.1.c.	Resolve contradictions when applicable, and determine if additional information or research is required to deepen the investigation or conversation.
<b>STANDARD / AREA OF LEARNING</b>		<b>English Language Arts Grade 11-12 (2023)</b>
<b>OBJECTIVE / STRAND</b>	<b>11-12.W.</b>	<b>Writing (11-12.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.</b>
<b>INDICATOR / CLUSTER</b>	<b>11-12.W.1.</b>	<b>Write arguments to support claims in an analysis of complex topics or texts, using logical reasoning and relevant, sufficient evidence, and provide a conclusion that follows from and supports the argument presented.</b>

EXPECTATION / STANDARD	11-12.W.1.d.	Use appropriate conventions and style for the audience, purpose, and task.
<b>STANDARD / AREA OF LEARNING</b>	<b>English Language Arts Grade 11-12 (2023)</b>	
<b>OBJECTIVE / STRAND</b>	11-12.W.	<b>Writing (11-12.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.</b>
<b>INDICATOR / CLUSTER</b>	11-12.W.2.	<b>Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content, and provide a conclusion that follows from and supports the information or explanation presented.</b>
EXPECTATION / STANDARD	11-12.W.2.a.	Introduce a topic; organize complex ideas and information so that each new element builds on that which precedes it to create a unified whole; utilize formatting, graphics, and multimedia to illustrate complexities.
EXPECTATION / STANDARD	11-12.W.2.b.	Develop the topic thoroughly with relevant and sufficient facts, extended definitions, concrete details, quotations, examples, and figurative language.
EXPECTATION / STANDARD	11-12.W.2.c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas.
EXPECTATION / STANDARD	11-12.W.2.d.	Use precise language and content-specific vocabulary to clarify the complexity of the ideas.
EXPECTATION / STANDARD	11-12.W.2.e.	Use appropriate conventions and style for the audience, purpose, and task.

<b>STANDARD / AREA OF LEARNING</b>	<b>English Language Arts Grade 11-12 (2023)</b>	
<b>OBJECTIVE / STRAND</b>	11-12.W.	<b>Writing (11-12.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.</b>
<b>INDICATOR / CLUSTER</b>	11-12.W.3.	<b>Write narrative texts to develop real or imagined experiences or events using effective technique, well-structured event sequences, well-chosen details, and provide a resolution with closure.</b>
EXPECTATION / STANDARD	11-12.W.3.e.	Use appropriate conventions and style for the audience, purpose, and task.

<b>STANDARD / AREA OF LEARNING</b>	<b>English Language Arts Grade 11-12 (2023)</b>	
<b>OBJECTIVE / STRAND</b>	11-12.W.	<b>Writing (11-12.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.</b>
<b>INDICATOR / CLUSTER</b>	11-12.W.4.	<b>Conduct research projects to craft an argument, answer a question, or provide an analysis.</b>
EXPECTATION / STANDARD	11-12.W.4.c.	Avoid plagiarism by quoting, paraphrasing, and citing, using a standard format for citation of evidence.

<b>STANDARD / AREA OF LEARNING</b>	<b>English Language Arts Grade 11-12 (2023)</b>	
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<b>OBJECTIVE / STRAND</b>	<b>11-12.W.</b>	<b>Writing (11-12.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.</b>
INDICATOR / CLUSTER	11-12.W.5.	Mastered in grade 5.
<b>STANDARD / AREA OF LEARNING</b>		<b>Journalism</b>
<b>OBJECTIVE / STRAND</b>	<b>3</b>	<b>Reporting &amp; Writing Process. Students will effectively use the reporting and writing journalism plays a pivotal role in storytelling while becoming familiar with the basics of photo, video and audio production.</b>
INDICATOR / CLUSTER	3.5.	Use direct and indirect quotes in copy with appropriate attribution (e.g., punctuation, identification, verb choice).
<b>STANDARD / AREA OF LEARNING</b>		<b>Speech &amp; Debate</b>
<b>OBJECTIVE / STRAND</b>	<b>1</b>	<b>Research and Development. Students will read and collect research from textual evidence to prepare for debates.</b>
INDICATOR / CLUSTER	1.3.	Collaborate to define issues and develop strategies.
<b>STANDARD / AREA OF LEARNING</b>		<b>Speech &amp; Debate</b>
<b>OBJECTIVE / STRAND</b>	<b>2</b>	<b>Fundamentals. Students will analyze and evaluate various speech and debate formats to develop fundamental knowledge for application.</b>
INDICATOR / CLUSTER	2.4.	Demonstrate ethical practices in speech and debate (e.g., behavior, courtesy, verbal and nonverbal communication).
<b>STANDARD / AREA OF LEARNING</b>		<b>Speech &amp; Debate</b>
<b>OBJECTIVE / STRAND</b>	<b>2</b>	<b>Fundamentals. Students will analyze and evaluate various speech and debate formats to develop fundamental knowledge for application.</b>
<b>INDICATOR / CLUSTER</b>	<b>2.5.</b>	<b>Demonstrate effective communication skills in speech and debate:</b>
EXPECTATION / STANDARD		Speaking (e.g., framing questions, responding to questions, speaking extemporaneously, using appropriate language)
EXPECTATION / STANDARD		Listening (e.g., critical and attentive listening demonstrated by note taking, critiquing)
<b>STANDARD / AREA OF LEARNING</b>		<b>Speech &amp; Debate</b>
<b>OBJECTIVE / STRAND</b>	<b>2</b>	<b>Fundamentals. Students will analyze and evaluate various speech and debate formats to develop fundamental knowledge for application.</b>
<b>INDICATOR / CLUSTER</b>	<b>2..5.</b>	<b>Demonstrate effective communication skills in speech and debate:</b>

EXPECTATION / STANDARD		Nonverbal communication (e.g., attire, eye contact, facial expressions, gestures, proximity)
<b>STANDARD / AREA OF LEARNING</b>		<b>Speech &amp; Debate</b>
<b>OBJECTIVE / STRAND</b>	<b>3</b>	<b>Performance and Evaluation. Students will demonstrate fundamental speaking and debating skills and evaluate best practices.</b>
<b>INDICATOR / CLUSTER</b>	<b>3.1.</b>	<b>Apply principles of ethical communication appropriate to context:</b>
EXPECTATION / STANDARD		Academic honesty
EXPECTATION / STANDARD		Communication responsibility
<b>STANDARD / AREA OF LEARNING</b>		<b>Speech &amp; Debate</b>
<b>OBJECTIVE / STRAND</b>	<b>3</b>	<b>Performance and Evaluation. Students will demonstrate fundamental speaking and debating skills and evaluate best practices.</b>
<b>INDICATOR / CLUSTER</b>	<b>3.5.</b>	<b>Demonstrate the ability to give and receive constructive criticism to self and peers.</b>
<b>STANDARD / AREA OF LEARNING</b>		<b>Speech &amp; Debate</b>
<b>OBJECTIVE / STRAND</b>	<b>3</b>	<b>Performance and Evaluation. Students will demonstrate fundamental speaking and debating skills and evaluate best practices.</b>
<b>INDICATOR / CLUSTER</b>	<b>3.9.</b>	<b>Demonstrate appropriate critical, empathetic, appreciative, and reflective listening skills in formal and informal situations:</b>
EXPECTATION / STANDARD		Note-taking
<b>STANDARD / AREA OF LEARNING</b>		<b>Creative Writing &amp; Lit Mag</b>
<b>OBJECTIVE / STRAND</b>	<b>1</b>	<b>Writing Process. Students use the iterative process of writing to produce various types of narratives, poetry, and prose.</b>
<b>INDICATOR / CLUSTER</b>	<b>1.2.</b>	<b>Focus ideas on addressing what is most significant and/or relevant for a specific genre, purpose, and audience.</b>
<b>INDICATOR / CLUSTER</b>	<b>1.3.</b>	<b>Use various techniques for organizing ideas such as outlining, storyboarding, timelines, and plotting.</b>
<b>STANDARD / AREA OF LEARNING</b>		<b>Creative Writing &amp; Lit Mag</b>
<b>OBJECTIVE / STRAND</b>	<b>2</b>	<b>Analysis of Genre. Students will develop an understanding of genre conventions and apply them in their writing.</b>

INDICATOR / CLUSTER	2.1.	Analyze mentor texts, peer work, and student-created content in a wide variety of genres and modes for craft, style, voice, theme, elements of language, and conventions in order to determine the effects of such writing techniques on a text.
INDICATOR / CLUSTER	2.2.	Analyze craft, style, voice, theme, and conventions in their own and other student's writing in a variety of genres and modes.
INDICATOR / CLUSTER	2.3.	Understand the clichés and conventions of historical and contemporary genres (e.g., steampunk, stream-of-consciousness, flash fiction, novella, etc.).
INDICATOR / CLUSTER	2.4.	Determine the audience and purpose of a wide variety of genres.

**STANDARD / AREA OF LEARNING**

**Creative Writing & Lit Mag**

<b>OBJECTIVE / STRAND</b>	<b>3</b>	<b>Craft and Creation. Students will produce vivid narratives, poetry, and prose by effectively using a variety of genre-appropriate writing strategies and language techniques.</b>
INDICATOR / CLUSTER	3.1.	Produce writing based on historical and contemporary structures and forms (e.g., sonnet, villanelle, short story, script writing, etc.) and on a variety of idea-generation techniques (e.g., found poetry, plot structure outline, free[1]write, writing prompts, etc.).
INDICATOR / CLUSTER	3.7.	Construct a finished product that demonstrates mastery of targeted writing techniques specific to the genre.

**STANDARD / AREA OF LEARNING**

**Creative Writing & Lit Mag**

<b>OBJECTIVE / STRAND</b>	<b>5</b>	<b>Literary Magazine/Publication. Students will develop editorial and publishing skills to produce a literary magazine or publication (in schools where such a publication exists).</b>
INDICATOR / CLUSTER	5.3.	Create products to solicit submissions as well as promote the publication such as posters, flyers, social media posts, videos and/or announcements.

**STANDARD / AREA OF LEARNING**

**Professional & Technical Communication**

<b>OBJECTIVE / STRAND</b>	<b>2</b>	<b>Oral Communication. Students will engage in a variety of professional and technical oral communications.</b>
INDICATOR / CLUSTER	2.1.	Develop professional and technical oral communication techniques using language, syntax, and organization that are appropriate to the audience, purpose, and context.
INDICATOR / CLUSTER	2.2.	Utilize appropriate delivery techniques (i.e., posture, gesture, eye contact, vocal expressiveness) to make presentations understandable.
INDICATOR / CLUSTER	2.3.	Participate in clarifying discussions about the format and content of professional and technical communications produced by self, peers, teams, and outside sources.

Week 05: Narrative Speech, p. 51-62

## Language Arts

Grade 12 - Adopted: 2023

**STANDARD /  
AREA OF  
LEARNING**

**English Language Arts Grade 11-12 (2023)**

<b>OBJECTIVE / STRAND</b>	<b>11-12.SL.</b>	<b>Speaking and Listening (11-12.SL): Students will learn to collaborate, express and listen to ideas, integrate and evaluate information from various sources, use media and visual displays as well as language and grammar strategically to help achieve communicative purposes, and adapt to context and task.</b>
<b>INDICATOR / CLUSTER</b>	<b>11-12.SL.1.</b>	<b>Participate effectively in a range of conversations and collaborations on topics, texts, and issues.</b>
EXPECTATION / STANDARD	11-12.SL.1.a.	Respond thoughtfully to diverse perspectives in democratic discussions that involve decision-making and role-taking; resolve claims and evidence.
EXPECTATION / STANDARD	11-12.SL.1.b.	Participate in conversations by asking and responding to questions that examine reasoning and evidence, ensuring the opportunity to consider a range of perspectives, and clarify, verify, or challenge ideas and conclusions with evidence.
EXPECTATION / STANDARD	11-12.SL.1.c.	Resolve contradictions when applicable, and determine if additional information or research is required to deepen the investigation or conversation.

**STANDARD /  
AREA OF  
LEARNING**

**English Language Arts Grade 11-12 (2023)**

<b>OBJECTIVE / STRAND</b>	<b>11-12.R.</b>	<b>Reading (11-12.R): Students will learn to proficiently read and comprehend grade level literature and informational text, including seminal U.S. documents of historical and literary significance, at the high end of the grade level text complexity band, with scaffolding as needed.</b>
INDICATOR / CLUSTER	11-12.R.6.	When reading texts, including those from diverse cultures, determine two or more themes and analyze their development, including how they interact and build on one another to produce a complex account, and provide an objective summary that includes textual evidence. (RL) When reading texts, including those from diverse cultures, determine main ideas of two or more texts, analyze the main ideas, supporting details, and the relationship between/among the texts; provide an objective synthesis of the texts that includes textual evidence. (RI)
INDICATOR / CLUSTER	11-12.R.7.	Analyze how an author develops a text through complex and/or dynamic characters, interaction with other characters, and advancement of the plot or development of the theme. (RL) Analyze how the author develops a text through an analysis or argument, including the sequence, the introduction and development and connections of ideas. (RI)
INDICATOR / CLUSTER	11-12.R.10.	Analyze and evaluate the effectiveness of structures across multiple texts about similar topics/themes, including whether the structures make points or events clear, effective, convincing, or engaging. (RL & RI)
INDICATOR / CLUSTER	11-12.R.11.	Analyze how an author's geographic location, identity or background, culture, and time period affect the perspective, point of view, purpose, and implicit/explicit messages of a collective body of work. (RL & RI)
INDICATOR / CLUSTER	11-12.R.14.	Analyze two or more texts of literary significance across and within time periods with similar topics and themes, drawing on their purposes, stylistic choices, and rhetorical features. (RL) Analyze and evaluate works of cultural significance for the way in which these works treat similar themes, conflicts, issues, or topics, and maintain relevance for current audiences. (RI)

**STANDARD /  
AREA OF  
LEARNING****English Language Arts Grade 11-12 (2023)**

<b>OBJECTIVE / STRAND</b>	11-12.W.	<b>Writing (11-12.W):</b> Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.
<b>INDICATOR / CLUSTER</b>	11-12.W.1.	<b>Write arguments to support claims in an analysis of complex topics or texts, using logical reasoning and relevant, sufficient evidence, and provide a conclusion that follows from and supports the argument presented.</b>
<b>EXPECTATION / STANDARD</b>	11-12.W.1.d.	Use appropriate conventions and style for the audience, purpose, and task.

**STANDARD /  
AREA OF  
LEARNING****English Language Arts Grade 11-12 (2023)**

<b>OBJECTIVE / STRAND</b>	11-12.W.	<b>Writing (11-12.W):</b> Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.
<b>INDICATOR / CLUSTER</b>	11-12.W.2.	<b>Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content, and provide a conclusion that follows from and supports the information or explanation presented.</b>
<b>EXPECTATION / STANDARD</b>	11-12.W.2.a.	Introduce a topic; organize complex ideas and information so that each new element builds on that which precedes it to create a unified whole; utilize formatting, graphics, and multimedia to illustrate complexities.
<b>EXPECTATION / STANDARD</b>	11-12.W.2.b.	Develop the topic thoroughly with relevant and sufficient facts, extended definitions, concrete details, quotations, examples, and figurative language.
<b>EXPECTATION / STANDARD</b>	11-12.W.2.c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas.
<b>EXPECTATION / STANDARD</b>	11-12.W.2.d.	Use precise language and content-specific vocabulary to clarify the complexity of the ideas.
<b>EXPECTATION / STANDARD</b>	11-12.W.2.e.	Use appropriate conventions and style for the audience, purpose, and task.

**STANDARD /  
AREA OF  
LEARNING****English Language Arts Grade 11-12 (2023)**

<b>OBJECTIVE / STRAND</b>	11-12.W.	<b>Writing (11-12.W):</b> Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.
<b>INDICATOR / CLUSTER</b>	11-12.W.3.	<b>Write narrative texts to develop real or imagined experiences or events using effective technique, well-structured event sequences, well-chosen details, and provide a resolution with closure.</b>
<b>EXPECTATION / STANDARD</b>	11-12.W.3.e.	Use appropriate conventions and style for the audience, purpose, and task.

**STANDARD /  
AREA OF  
LEARNING****English Language Arts Grade 11-12 (2023)**

<b>OBJECTIVE / STRAND</b>	11-12.W.	<b>Writing (11-12.W):</b> Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.
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INDICATOR / CLUSTER	11-12.W.4.	Conduct research projects to craft an argument, answer a question, or provide an analysis.
EXPECTATION / STANDARD	11-12.W.4.c.	Avoid plagiarism by quoting, paraphrasing, and citing, using a standard format for citation of evidence.
<b>STANDARD / AREA OF LEARNING</b>	<b>English Language Arts Grade 11-12 (2023)</b>	
OBJECTIVE / STRAND	11-12.W.	Writing (11-12.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.
INDICATOR / CLUSTER	11-12.W.5.	Mastered in grade 5.
<b>STANDARD / AREA OF LEARNING</b>	<b>Journalism</b>	
OBJECTIVE / STRAND	3	Reporting & Writing Process. Students will effectively use the reporting and writing journalism plays a pivotal role in storytelling while becoming familiar with the basics of photo, video and audio production.
INDICATOR / CLUSTER	3.5.	Use direct and indirect quotes in copy with appropriate attribution (e.g., punctuation, identification, verb choice).
<b>STANDARD / AREA OF LEARNING</b>	<b>Speech &amp; Debate</b>	
OBJECTIVE / STRAND	1	Research and Development. Students will read and collect research from textual evidence to prepare for debates.
INDICATOR / CLUSTER	1.3.	Collaborate to define issues and develop strategies.
<b>STANDARD / AREA OF LEARNING</b>	<b>Speech &amp; Debate</b>	
OBJECTIVE / STRAND	2	Fundamentals. Students will analyze and evaluate various speech and debate formats to develop fundamental knowledge for application.
INDICATOR / CLUSTER	2.4.	Demonstrate ethical practices in speech and debate (e.g., behavior, courtesy, verbal and nonverbal communication).
<b>STANDARD / AREA OF LEARNING</b>	<b>Speech &amp; Debate</b>	
OBJECTIVE / STRAND	2	Fundamentals. Students will analyze and evaluate various speech and debate formats to develop fundamental knowledge for application.
INDICATOR / CLUSTER	2.5.	Demonstrate effective communication skills in speech and debate:
EXPECTATION / STANDARD	Speaking (e.g., framing questions, responding to questions, speaking extemporaneously, using appropriate language)	
EXPECTATION / STANDARD	Listening (e.g., critical and attentive listening demonstrated by note taking, critiquing)	

**STANDARD /  
AREA OF  
LEARNING**

**Speech & Debate**

<b>OBJECTIVE / STRAND</b>	<b>2</b>	<b>Fundamentals. Students will analyze and evaluate various speech and debate formats to develop fundamental knowledge for application.</b>
<b>INDICATOR / CLUSTER</b>	<b>2..5.</b>	<b>Demonstrate effective communication skills in speech and debate:</b>

EXPECTATION /  
STANDARD

Nonverbal communication (e.g., attire, eye contact, facial expressions, gestures, proximity)

**STANDARD /  
AREA OF  
LEARNING**

**Speech & Debate**

<b>OBJECTIVE / STRAND</b>	<b>2</b>	<b>Fundamentals. Students will analyze and evaluate various speech and debate formats to develop fundamental knowledge for application.</b>
<b>INDICATOR / CLUSTER</b>	<b>2.9.</b>	<b>Identify, develop, and argue stock issues:</b>

EXPECTATION /  
STANDARD

Harm

EXPECTATION /  
STANDARD

Inherence

EXPECTATION /  
STANDARD

Significance

EXPECTATION /  
STANDARD

Solvency

EXPECTATION /  
STANDARD

Topicality

**STANDARD /  
AREA OF  
LEARNING**

**Speech & Debate**

<b>OBJECTIVE / STRAND</b>	<b>2</b>	<b>Fundamentals. Students will analyze and evaluate various speech and debate formats to develop fundamental knowledge for application.</b>
<b>INDICATOR / CLUSTER</b>	<b>2.10.</b>	<b>Apply critical thinking skills when researching, preparing, and presenting arguments:</b>

EXPECTATION /  
STANDARD

Causal arguments

EXPECTATION /  
STANDARD

Logical fallacies

EXPECTATION /  
STANDARD

Source validity

EXPECTATION /  
STANDARD

Topic and analysis support using strong evidence

EXPECTATION / STANDARD		Challenge the status quo and current policy proposals, using a variety of arguments and rhetorical devices
<b>STANDARD / AREA OF LEARNING</b>		<b>Speech &amp; Debate</b>
<b>OBJECTIVE / STRAND</b>	<b>3</b>	<b>Performance and Evaluation. Students will demonstrate fundamental speaking and debating skills and evaluate best practices.</b>
<b>INDICATOR / CLUSTER</b>	<b>3.1.</b>	<b>Apply principles of ethical communication appropriate to context:</b>
EXPECTATION / STANDARD		Academic honesty
EXPECTATION / STANDARD		Communication responsibility
<b>STANDARD / AREA OF LEARNING</b>		<b>Speech &amp; Debate</b>
<b>OBJECTIVE / STRAND</b>	<b>3</b>	<b>Performance and Evaluation. Students will demonstrate fundamental speaking and debating skills and evaluate best practices.</b>
<b>INDICATOR / CLUSTER</b>	<b>3.2.</b>	<b>Identify and adjust behaviors and arguments based on evaluation paradigms.</b>
<b>INDICATOR / CLUSTER</b>	<b>3.3.</b>	<b>Present arguments using clear and concise language.</b>
<b>INDICATOR / CLUSTER</b>	<b>3.5.</b>	<b>Demonstrate the ability to give and receive constructive criticism to self and peers.</b>
<b>STANDARD / AREA OF LEARNING</b>		<b>Speech &amp; Debate</b>
<b>OBJECTIVE / STRAND</b>	<b>3</b>	<b>Performance and Evaluation. Students will demonstrate fundamental speaking and debating skills and evaluate best practices.</b>
<b>INDICATOR / CLUSTER</b>	<b>3.6.</b>	<b>Develop presentation skills to convey complex ideas:</b>
EXPECTATION / STANDARD		Extemporaneous speech
EXPECTATION / STANDARD		Persuasive techniques
<b>STANDARD / AREA OF LEARNING</b>		<b>Speech &amp; Debate</b>
<b>OBJECTIVE / STRAND</b>	<b>3</b>	<b>Performance and Evaluation. Students will demonstrate fundamental speaking and debating skills and evaluate best practices.</b>
<b>INDICATOR / CLUSTER</b>	<b>3.9.</b>	<b>Demonstrate appropriate critical, empathetic, appreciative, and reflective listening skills in formal and informal situations:</b>

EXPECTATION / STANDARD		Note-taking
<b>STANDARD / AREA OF LEARNING</b>		<b>Creative Writing &amp; Lit Mag</b>
<b>OBJECTIVE / STRAND</b>	<b>1</b>	<b>Writing Process. Students use the iterative process of writing to produce various types of narratives, poetry, and prose.</b>
INDICATOR / CLUSTER	1.2.	Focus ideas on addressing what is most significant and/or relevant for a specific genre, purpose, and audience.
<b>STANDARD / AREA OF LEARNING</b>		<b>Creative Writing &amp; Lit Mag</b>
<b>OBJECTIVE / STRAND</b>	<b>2</b>	<b>Analysis of Genre. Students will develop an understanding of genre conventions and apply them in their writing.</b>
INDICATOR / CLUSTER	2.4.	Determine the audience and purpose of a wide variety of genres.
<b>STANDARD / AREA OF LEARNING</b>		<b>Creative Writing &amp; Lit Mag</b>
<b>OBJECTIVE / STRAND</b>	<b>3</b>	<b>Craft and Creation. Students will produce vivid narratives, poetry, and prose by effectively using a variety of genre-appropriate writing strategies and language techniques.</b>
INDICATOR / CLUSTER	3.5.	Effectively weave together narration, description, and dialogue using correct conventions.
INDICATOR / CLUSTER	3.7.	Construct a finished product that demonstrates mastery of targeted writing techniques specific to the genre.
<b>STANDARD / AREA OF LEARNING</b>		<b>Creative Writing &amp; Lit Mag</b>
<b>OBJECTIVE / STRAND</b>	<b>5</b>	<b>Literary Magazine/Publication. Students will develop editorial and publishing skills to produce a literary magazine or publication (in schools where such a publication exists).</b>
INDICATOR / CLUSTER	5.3.	Create products to solicit submissions as well as promote the publication such as posters, flyers, social media posts, videos and/or announcements.
<b>STANDARD / AREA OF LEARNING</b>		<b>Humanities</b>
<b>OBJECTIVE / STRAND</b>	<b>1</b>	<b>Human Nature: Students will explore what it means to be human throughout time by studying the physical, social, aesthetic, and spiritual aspects of human nature.</b>
INDICATOR / CLUSTER	1.3.	Evaluate exemplary works and artifacts' use of elements of form including literary or artistic elements to express aspects of human nature.
<b>STANDARD / AREA OF LEARNING</b>		<b>Professional &amp; Technical Communication</b>
<b>OBJECTIVE / STRAND</b>	<b>2</b>	<b>Oral Communication. Students will engage in a variety of professional and technical oral communications.</b>

INDICATOR / CLUSTER	2.1.	Develop professional and technical oral communication techniques using language, syntax, and organization that are appropriate to the audience, purpose, and context.
INDICATOR / CLUSTER	2.2.	Utilize appropriate delivery techniques (i.e., posture, gesture, eye contact, vocal expressiveness) to make presentations understandable.
INDICATOR / CLUSTER	2.3.	Participate in clarifying discussions about the format and content of professional and technical communications produced by self, peers, teams, and outside sources.

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

**Utah Core Standards**

**Language Arts**  
Grade 12 - Adopted: 2023

<b>STANDARD / AREA OF LEARNING</b>	<b>English Language Arts Grade 11-12 (2023)</b>	
<b>OBJECTIVE / STRAND</b>	<b>11-12.SL.</b>	<b>Speaking and Listening (11-12.SL): Students will learn to collaborate, express and listen to ideas, integrate and evaluate information from various sources, use media and visual displays as well as language and grammar strategically to help achieve communicative purposes, and adapt to context and task.</b>
<b>INDICATOR / CLUSTER</b>	<b>11-12.SL.1.</b>	<b>Participate effectively in a range of conversations and collaborations on topics, texts, and issues.</b>
<b>EXPECTATION / STANDARD</b>	11-12.SL.1.a.	Respond thoughtfully to diverse perspectives in democratic discussions that involve decision-making and role-taking; resolve claims and evidence.
<b>EXPECTATION / STANDARD</b>	11-12.SL.1.c.	Resolve contradictions when applicable, and determine if additional information or research is required to deepen the investigation or conversation.

<b>STANDARD / AREA OF LEARNING</b>	<b>Journalism</b>	
<b>OBJECTIVE / STRAND</b>	<b>2</b>	<b>Media Literacy. Students will critically evaluate various forms of media.</b>
<b>INDICATOR / CLUSTER</b>	2.4.	Identify emotional appeals and logic fallacies. Distinguish writing intended as objective from that intended at subjective.

<b>STANDARD / AREA OF LEARNING</b>	<b>Speech &amp; Debate</b>	
<b>OBJECTIVE / STRAND</b>	<b>1</b>	<b>Research and Development. Students will read and collect research from textual evidence to prepare for debates.</b>
<b>INDICATOR / CLUSTER</b>	1.3.	Collaborate to define issues and develop strategies.

<b>STANDARD / AREA OF LEARNING</b>	<b>Speech &amp; Debate</b>	
<b>OBJECTIVE / STRAND</b>	<b>2</b>	<b>Fundamentals. Students will analyze and evaluate various speech and debate formats to develop fundamental knowledge for application.</b>

INDICATOR / CLUSTER	2.4.	Demonstrate ethical practices in speech and debate (e.g., behavior, courtesy, verbal and nonverbal communication).
<b>STANDARD / AREA OF LEARNING</b>		<b>Speech &amp; Debate</b>
OBJECTIVE / STRAND	2	Fundamentals. Students will analyze and evaluate various speech and debate formats to develop fundamental knowledge for application.
INDICATOR / CLUSTER	2.5.	Demonstrate effective communication skills in speech and debate:
EXPECTATION / STANDARD		Listening (e.g., critical and attentive listening demonstrated by note taking, critiquing)
<b>STANDARD / AREA OF LEARNING</b>		<b>Speech &amp; Debate</b>
OBJECTIVE / STRAND	2	Fundamentals. Students will analyze and evaluate various speech and debate formats to develop fundamental knowledge for application.
INDICATOR / CLUSTER	2..5.	Demonstrate effective communication skills in speech and debate:
EXPECTATION / STANDARD		Nonverbal communication (e.g., attire, eye contact, facial expressions, gestures, proximity)
<b>STANDARD / AREA OF LEARNING</b>		<b>Speech &amp; Debate</b>
OBJECTIVE / STRAND	2	Fundamentals. Students will analyze and evaluate various speech and debate formats to develop fundamental knowledge for application.
INDICATOR / CLUSTER	2.10.	Apply critical thinking skills when researching, preparing, and presenting arguments:
EXPECTATION / STANDARD		Causal arguments
EXPECTATION / STANDARD		Logical fallacies
EXPECTATION / STANDARD		Source validity
EXPECTATION / STANDARD		Topic and analysis support using strong evidence
EXPECTATION / STANDARD		Challenge the status quo and current policy proposals, using a variety of arguments and rhetorical devices
<b>STANDARD / AREA OF LEARNING</b>		<b>Speech &amp; Debate</b>
OBJECTIVE / STRAND	3	Performance and Evaluation. Students will demonstrate fundamental speaking and debating skills and evaluate best practices.

INDICATOR / CLUSTER	3.5.	Demonstrate the ability to give and receive constructive criticism to self and peers.
<b>STANDARD / AREA OF LEARNING</b>		<b>Speech &amp; Debate</b>
<b>OBJECTIVE / STRAND</b>	<b>3</b>	<b>Performance and Evaluation. Students will demonstrate fundamental speaking and debating skills and evaluate best practices.</b>
INDICATOR / CLUSTER	3.9.	Demonstrate appropriate critical, empathetic, appreciative, and reflective listening skills in formal and informal situations:
EXPECTATION / STANDARD		Note-taking
<b>STANDARD / AREA OF LEARNING</b>		<b>Creative Writing &amp; Lit Mag</b>
<b>OBJECTIVE / STRAND</b>	<b>1</b>	<b>Writing Process. Students use the iterative process of writing to produce various types of narratives, poetry, and prose.</b>
INDICATOR / CLUSTER	1.3.	Use various techniques for organizing ideas such as outlining, storyboarding, timelines, and plotting.
<b>STANDARD / AREA OF LEARNING</b>		<b>Creative Writing &amp; Lit Mag</b>
<b>OBJECTIVE / STRAND</b>	<b>3</b>	<b>Craft and Creation. Students will produce vivid narratives, poetry, and prose by effectively using a variety of genre-appropriate writing strategies and language techniques.</b>
INDICATOR / CLUSTER	3.1.	Produce writing based on historical and contemporary structures and forms (e.g., sonnet, villanelle, short story, script writing, etc.) and on a variety of idea-generation techniques (e.g., found poetry, plot structure outline, free[1]write, writing prompts, etc.).
INDICATOR / CLUSTER	3.5.	Effectively weave together narration, description, and dialogue using correct conventions.
<b>STANDARD / AREA OF LEARNING</b>		<b>Creative Writing &amp; Lit Mag</b>
<b>OBJECTIVE / STRAND</b>	<b>5</b>	<b>Literary Magazine/Publication. Students will develop editorial and publishing skills to produce a literary magazine or publication (in schools where such a publication exists).</b>
INDICATOR / CLUSTER	5.3.	Create products to solicit submissions as well as promote the publication such as posters, flyers, social media posts, videos and/or announcements.
<b>STANDARD / AREA OF LEARNING</b>		<b>Professional &amp; Technical Communication</b>
<b>OBJECTIVE / STRAND</b>	<b>2</b>	<b>Oral Communication. Students will engage in a variety of professional and technical oral communications.</b>
INDICATOR / CLUSTER	2.2.	Utilize appropriate delivery techniques (i.e., posture, gesture, eye contact, vocal expressiveness) to make presentations understandable.

INDICATOR / CLUSTER	2.3.	Participate in clarifying discussions about the format and content of professional and technical communications produced by self, peers, teams, and outside sources.
<b>STANDARD / AREA OF LEARNING</b>	<b>Professional &amp; Technical Communication</b>	
<b>OBJECTIVE / STRAND</b>	<b>3</b>	<b>Print and Digital Communication. Students will produce a variety of professional and technical written communications.</b>
INDICATOR / CLUSTER	3.4.	Revise original pieces for content and style appropriate to the audience, purpose, and context.

Week 07: Expository Speech, p. 67-78

**Utah Core Standards**

**Language Arts**  
Grade 12 - Adopted: 2023

<b>STANDARD / AREA OF LEARNING</b>	<b>English Language Arts Grade 11-12 (2023)</b>	
<b>OBJECTIVE / STRAND</b>	<b>11-12.SL.</b>	<b>Speaking and Listening (11-12.SL): Students will learn to collaborate, express and listen to ideas, integrate and evaluate information from various sources, use media and visual displays as well as language and grammar strategically to help achieve communicative purposes, and adapt to context and task.</b>
<b>INDICATOR / CLUSTER</b>	<b>11-12.SL.1.</b>	<b>Participate effectively in a range of conversations and collaborations on topics, texts, and issues.</b>
EXPECTATION / STANDARD	11-12.SL.1.a.	Respond thoughtfully to diverse perspectives in democratic discussions that involve decision-making and role-taking; resolve claims and evidence.
EXPECTATION / STANDARD	11-12.SL.1.c.	Resolve contradictions when applicable, and determine if additional information or research is required to deepen the investigation or conversation.

<b>STANDARD / AREA OF LEARNING</b>	<b>English Language Arts Grade 11-12 (2023)</b>	
<b>OBJECTIVE / STRAND</b>	<b>11-12.R.</b>	<b>Reading (11-12.R): Students will learn to proficiently read and comprehend grade level literature and informational text, including seminal U.S. documents of historical and literary significance, at the high end of the grade level text complexity band, with scaffolding as needed.</b>
<b>INDICATOR / CLUSTER</b>	<b>11-12.R.8.</b>	<b>Determine the meaning and impact of words and phrases on tone and mood, including words with multiple meanings. Analyze figurative language, connotative meanings, and figures of speech. Examine how the author uses and refines the meaning of domain-specific vocabulary and how language differs across historical time periods, cultures, regions, and genres. (RL &amp; RI)</b>

<b>STANDARD / AREA OF LEARNING</b>	<b>English Language Arts Grade 11-12 (2023)</b>	
<b>OBJECTIVE / STRAND</b>	<b>11-12.W.</b>	<b>Writing (11-12.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.</b>
<b>INDICATOR / CLUSTER</b>	<b>11-12.W.1.</b>	<b>Write arguments to support claims in an analysis of complex topics or texts, using logical reasoning and relevant, sufficient evidence, and provide a conclusion that follows from and supports the argument presented.</b>

EXPECTATION / STANDARD	11-12.W.1.d.	Use appropriate conventions and style for the audience, purpose, and task.
<b>STANDARD / AREA OF LEARNING</b>	<b>English Language Arts Grade 11-12 (2023)</b>	
<b>OBJECTIVE / STRAND</b>	<b>11-12.W.</b>	<b>Writing (11-12.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.</b>
<b>INDICATOR / CLUSTER</b>	<b>11-12.W.2.</b>	<b>Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content, and provide a conclusion that follows from and supports the information or explanation presented.</b>
EXPECTATION / STANDARD	11-12.W.2.a.	Introduce a topic; organize complex ideas and information so that each new element builds on that which precedes it to create a unified whole; utilize formatting, graphics, and multimedia to illustrate complexities.
EXPECTATION / STANDARD	11-12.W.2.b.	Develop the topic thoroughly with relevant and sufficient facts, extended definitions, concrete details, quotations, examples, and figurative language.
EXPECTATION / STANDARD	11-12.W.2.c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas.
EXPECTATION / STANDARD	11-12.W.2.d.	Use precise language and content-specific vocabulary to clarify the complexity of the ideas.
EXPECTATION / STANDARD	11-12.W.2.e.	Use appropriate conventions and style for the audience, purpose, and task.

<b>STANDARD / AREA OF LEARNING</b>	<b>English Language Arts Grade 11-12 (2023)</b>	
<b>OBJECTIVE / STRAND</b>	<b>11-12.W.</b>	<b>Writing (11-12.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.</b>
<b>INDICATOR / CLUSTER</b>	<b>11-12.W.3.</b>	<b>Write narrative texts to develop real or imagined experiences or events using effective technique, well-structured event sequences, well-chosen details, and provide a resolution with closure.</b>
EXPECTATION / STANDARD	11-12.W.3.e.	Use appropriate conventions and style for the audience, purpose, and task.

<b>STANDARD / AREA OF LEARNING</b>	<b>English Language Arts Grade 11-12 (2023)</b>	
<b>OBJECTIVE / STRAND</b>	<b>11-12.W.</b>	<b>Writing (11-12.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.</b>
<b>INDICATOR / CLUSTER</b>	<b>11-12.W.4.</b>	<b>Conduct research projects to craft an argument, answer a question, or provide an analysis.</b>
EXPECTATION / STANDARD	11-12.W.4.a.	Gather, assess, and synthesize information from credible sources on the topic.
EXPECTATION / STANDARD	11-12.W.4.b.	Evaluate the evidence and generate ideas to demonstrate understanding of the topic and purpose.

EXPECTATION / STANDARD	11-12.W.4.c.	Avoid plagiarism by quoting, paraphrasing, and citing, using a standard format for citation of evidence.
<b>STANDARD / AREA OF LEARNING</b>	<b>English Language Arts Grade 11-12 (2023)</b>	
<b>OBJECTIVE / STRAND</b>	<b>11-12.W.</b>	<b>Writing (11-12.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.</b>
INDICATOR / CLUSTER	11-12.W.5.	Mastered in grade 5.
<b>STANDARD / AREA OF LEARNING</b>	<b>Journalism</b>	
<b>OBJECTIVE / STRAND</b>	<b>1</b>	<b>Law &amp; Ethics. Students will apply knowledge of law and ethics related to the functioning of a free and independent press and various media platforms.</b>
INDICATOR / CLUSTER	1.4.	Research and evaluate the role of a free and independent media within a democratic society.
<b>STANDARD / AREA OF LEARNING</b>	<b>Journalism</b>	
<b>OBJECTIVE / STRAND</b>	<b>2</b>	<b>Media Literacy. Students will critically evaluate various forms of media.</b>
INDICATOR / CLUSTER	2.4.	Identify emotional appeals and logic fallacies. Distinguish writing intended as objective from that intended as subjective.
<b>STANDARD / AREA OF LEARNING</b>	<b>Journalism</b>	
<b>OBJECTIVE / STRAND</b>	<b>3</b>	<b>Reporting &amp; Writing Process. Students will effectively use the reporting and writing journalism plays a pivotal role in storytelling while becoming familiar with the basics of photo, video and audio production.</b>
INDICATOR / CLUSTER	3.2.	Gather information from multiple, reliable sources and evaluate this information for relevance, accuracy, and completeness.
INDICATOR / CLUSTER	3.3.	Research using current reporting tools, from advanced Google searches to
INDICATOR / CLUSTER	3.5.	Use direct and indirect quotes in copy with appropriate attribution (e.g., punctuation, identification, verb choice).
INDICATOR / CLUSTER	3.7.	Revise original pieces for content and style appropriate to the medium and
INDICATOR / CLUSTER	3.8.	Peer- and self-edit using journalism style manuals as references.
<b>STANDARD / AREA OF LEARNING</b>	<b>Speech &amp; Debate</b>	

<b>OBJECTIVE / STRAND</b>	<b>1</b>	<b>Research and Development. Students will read and collect research from textual evidence to prepare for debates.</b>
INDICATOR / CLUSTER	1.3.	Collaborate to define issues and develop strategies.
<b>STANDARD / AREA OF LEARNING</b>		<b>Speech &amp; Debate</b>
<b>OBJECTIVE / STRAND</b>	<b>2</b>	<b>Fundamentals. Students will analyze and evaluate various speech and debate formats to develop fundamental knowledge for application.</b>
INDICATOR / CLUSTER	2.2.	Explain the historical and contemporary role that speech and debate play in democratic society (e.g., diplomacy, government policy, justice system, politics).
INDICATOR / CLUSTER	2.4.	Demonstrate ethical practices in speech and debate (e.g., behavior, courtesy, verbal and nonverbal communication).
<b>STANDARD / AREA OF LEARNING</b>		<b>Speech &amp; Debate</b>
<b>OBJECTIVE / STRAND</b>	<b>2</b>	<b>Fundamentals. Students will analyze and evaluate various speech and debate formats to develop fundamental knowledge for application.</b>
<b>INDICATOR / CLUSTER</b>	<b>2.5.</b>	<b>Demonstrate effective communication skills in speech and debate:</b>
EXPECTATION / STANDARD		Listening (e.g., critical and attentive listening demonstrated by note taking, critiquing)
<b>STANDARD / AREA OF LEARNING</b>		<b>Speech &amp; Debate</b>
<b>OBJECTIVE / STRAND</b>	<b>2</b>	<b>Fundamentals. Students will analyze and evaluate various speech and debate formats to develop fundamental knowledge for application.</b>
<b>INDICATOR / CLUSTER</b>	<b>2..5.</b>	<b>Demonstrate effective communication skills in speech and debate:</b>
EXPECTATION / STANDARD		Nonverbal communication (e.g., attire, eye contact, facial expressions, gestures, proximity)
<b>STANDARD / AREA OF LEARNING</b>		<b>Speech &amp; Debate</b>
<b>OBJECTIVE / STRAND</b>	<b>2</b>	<b>Fundamentals. Students will analyze and evaluate various speech and debate formats to develop fundamental knowledge for application.</b>
<b>INDICATOR / CLUSTER</b>	<b>2.9.</b>	<b>Identify, develop, and argue stock issues:</b>
EXPECTATION / STANDARD		Harm
EXPECTATION / STANDARD		Inherence

EXPECTATION / STANDARD		Significance
EXPECTATION / STANDARD		Solvency
EXPECTATION / STANDARD		Topicality
<b>STANDARD / AREA OF LEARNING</b>		<b>Speech &amp; Debate</b>
<b>OBJECTIVE / STRAND</b>	<b>2</b>	<b>Fundamentals. Students will analyze and evaluate various speech and debate formats to develop fundamental knowledge for application.</b>
<b>INDICATOR / CLUSTER</b>	<b>2.10.</b>	<b>Apply critical thinking skills when researching, preparing, and presenting arguments:</b>
EXPECTATION / STANDARD		Causal arguments
EXPECTATION / STANDARD		Logical fallacies
EXPECTATION / STANDARD		Source validity
EXPECTATION / STANDARD		Topic and analysis support using strong evidence
EXPECTATION / STANDARD		Challenge the status quo and current policy proposals, using a variety of arguments and rhetorical devices
<b>STANDARD / AREA OF LEARNING</b>		<b>Speech &amp; Debate</b>
<b>OBJECTIVE / STRAND</b>	<b>3</b>	<b>Performance and Evaluation. Students will demonstrate fundamental speaking and debating skills and evaluate best practices.</b>
<b>INDICATOR / CLUSTER</b>	<b>3.1.</b>	<b>Apply principles of ethical communication appropriate to context:</b>
EXPECTATION / STANDARD		Academic honesty
EXPECTATION / STANDARD		Communication responsibility
<b>STANDARD / AREA OF LEARNING</b>		<b>Speech &amp; Debate</b>
<b>OBJECTIVE / STRAND</b>	<b>3</b>	<b>Performance and Evaluation. Students will demonstrate fundamental speaking and debating skills and evaluate best practices.</b>
INDICATOR / CLUSTER	3.2.	Identify and adjust behaviors and arguments based on evaluation paradigms.

INDICATOR / CLUSTER	3.3.	Present arguments using clear and concise language.
INDICATOR / CLUSTER	3.5.	Demonstrate the ability to give and receive constructive criticism to self and peers.
<b>STANDARD / AREA OF LEARNING</b>		<b>Speech &amp; Debate</b>
<b>OBJECTIVE / STRAND</b>	<b>3</b>	<b>Performance and Evaluation. Students will demonstrate fundamental speaking and debating skills and evaluate best practices.</b>
<b>INDICATOR / CLUSTER</b>	<b>3.6.</b>	<b>Develop presentation skills to convey complex ideas:</b>
EXPECTATION / STANDARD		Extemporaneous speech
EXPECTATION / STANDARD		Persuasive techniques
<b>STANDARD / AREA OF LEARNING</b>		<b>Speech &amp; Debate</b>
<b>OBJECTIVE / STRAND</b>	<b>3</b>	<b>Performance and Evaluation. Students will demonstrate fundamental speaking and debating skills and evaluate best practices.</b>
<b>INDICATOR / CLUSTER</b>	<b>3.9.</b>	<b>Demonstrate appropriate critical, empathetic, appreciative, and reflective listening skills in formal and informal situations:</b>
EXPECTATION / STANDARD		Note-taking
<b>STANDARD / AREA OF LEARNING</b>		<b>Creative Writing &amp; Lit Mag</b>
<b>OBJECTIVE / STRAND</b>	<b>1</b>	<b>Writing Process. Students use the iterative process of writing to produce various types of narratives, poetry, and prose.</b>
INDICATOR / CLUSTER	1.1.	Generate and/or capture multiple ideas for writing through observation, processing, discussion, and reading.
INDICATOR / CLUSTER	1.2.	Focus ideas on addressing what is most significant and/or relevant for a specific genre, purpose, and audience.
INDICATOR / CLUSTER	1.3.	Use various techniques for organizing ideas such as outlining, storyboarding, timelines, and plotting.
INDICATOR / CLUSTER	1.4.	Compose multiple drafts with revisions as needed showing growth based on self-evaluation and/or feedback.
INDICATOR / CLUSTER	1.5.	Edit following the conventions of English as appropriate for grade level, genre, and purpose.
<b>STANDARD / AREA OF LEARNING</b>		<b>Creative Writing &amp; Lit Mag</b>

<b>OBJECTIVE / STRAND</b>	<b>2</b>	<b>Analysis of Genre. Students will develop an understanding of genre conventions and apply them in their writing.</b>
INDICATOR / CLUSTER	2.4.	Determine the audience and purpose of a wide variety of genres.
<b>STANDARD / AREA OF LEARNING</b>		<b>Creative Writing &amp; Lit Mag</b>
<b>OBJECTIVE / STRAND</b>	<b>3</b>	<b>Craft and Creation. Students will produce vivid narratives, poetry, and prose by effectively using a variety of genre-appropriate writing strategies and language techniques.</b>
INDICATOR / CLUSTER	3.1.	Produce writing based on historical and contemporary structures and forms (e.g., sonnet, villanelle, short story, script writing, etc.) and on a variety of idea-generation techniques (e.g., found poetry, plot structure outline, free[1]write, writing prompts, etc.).
INDICATOR / CLUSTER	3.5.	Effectively weave together narration, description, and dialogue using correct conventions.
INDICATOR / CLUSTER	3.7.	Construct a finished product that demonstrates mastery of targeted writing techniques specific to the genre.
<b>STANDARD / AREA OF LEARNING</b>		<b>Creative Writing &amp; Lit Mag</b>
<b>OBJECTIVE / STRAND</b>	<b>4</b>	<b>Collaboration and Evaluation. Students will collaborate with peers in the production and evaluation of writing.</b>
INDICATOR / CLUSTER	4.1.	Generate ideas and research in collaboration with others to draft, plan, present, and publish original work.
INDICATOR / CLUSTER	4.4.	Consider differing perspectives and opinions when editing, critiquing, collaborating, and conferencing work.
INDICATOR / CLUSTER	4.5.	Evaluate personal and peer writing through the use of rubrics, checklists, and/or portfolios.
<b>STANDARD / AREA OF LEARNING</b>		<b>Creative Writing &amp; Lit Mag</b>
<b>OBJECTIVE / STRAND</b>	<b>5</b>	<b>Literary Magazine/Publication. Students will develop editorial and publishing skills to produce a literary magazine or publication (in schools where such a publication exists).</b>
INDICATOR / CLUSTER	5.3.	Create products to solicit submissions as well as promote the publication such as posters, flyers, social media posts, videos and/or announcements.
<b>STANDARD / AREA OF LEARNING</b>		<b>Professional &amp; Technical Communication</b>
<b>OBJECTIVE / STRAND</b>	<b>2</b>	<b>Oral Communication. Students will engage in a variety of professional and technical oral communications.</b>
INDICATOR / CLUSTER	2.1.	Develop professional and technical oral communication techniques using language, syntax, and organization that are appropriate to the audience, purpose, and context.

INDICATOR / CLUSTER	2.2.	Utilize appropriate delivery techniques (i.e., posture, gesture, eye contact, vocal expressiveness) to make presentations understandable.
INDICATOR / CLUSTER	2.3.	Participate in clarifying discussions about the format and content of professional and technical communications produced by self, peers, teams, and outside sources.
<b>STANDARD / AREA OF LEARNING</b>	<b>Professional &amp; Technical Communication</b>	
<b>OBJECTIVE / STRAND</b>	<b>3</b>	<b>Print and Digital Communication. Students will produce a variety of professional and technical written communications.</b>
INDICATOR / CLUSTER	3.2.	Create charts, graphs, and other visuals using appropriate data to clarify professional and technical written digital and print communications.
INDICATOR / CLUSTER	3.4.	Revise original pieces for content and style appropriate to the audience, purpose, and context.

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

## Utah Core Standards

### Language Arts

Grade 12 - Adopted: 2023

#### STANDARD / AREA OF LEARNING

#### English Language Arts Grade 11-12 (2023)

OBJECTIVE / STRAND	11-12.SL.	<b>Speaking and Listening (11-12.SL): Students will learn to collaborate, express and listen to ideas, integrate and evaluate information from various sources, use media and visual displays as well as language and grammar strategically to help achieve communicative purposes, and adapt to context and task.</b>
INDICATOR / CLUSTER	11-12.SL.1.	<b>Participate effectively in a range of conversations and collaborations on topics, texts, and issues.</b>
EXPECTATION / STANDARD	11-12.SL.1.a.	Respond thoughtfully to diverse perspectives in democratic discussions that involve decision-making and role-taking; resolve claims and evidence.
EXPECTATION / STANDARD	11-12.SL.1.c.	Resolve contradictions when applicable, and determine if additional information or research is required to deepen the investigation or conversation.

#### STANDARD / AREA OF LEARNING

#### English Language Arts Grade 11-12 (2023)

OBJECTIVE / STRAND	11-12.R.	<b>Reading (11-12.R): Students will learn to proficiently read and comprehend grade level literature and informational text, including seminal U.S. documents of historical and literary significance, at the high end of the grade level text complexity band, with scaffolding as needed.</b>
INDICATOR / CLUSTER	11-12.R.8.	Determine the meaning and impact of words and phrases on tone and mood, including words with multiple meanings. Analyze figurative language, connotative meanings, and figures of speech. Examine how the author uses and refines the meaning of domain-specific vocabulary and how language differs across historical time periods, cultures, regions, and genres. (RL & RI)

**STANDARD /  
AREA OF  
LEARNING****English Language Arts Grade 11-12 (2023)**

<b>OBJECTIVE / STRAND</b>	11-12.W.	<b>Writing (11-12.W):</b> Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.
<b>INDICATOR / CLUSTER</b>	11-12.W.2.	<b>Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content, and provide a conclusion that follows from and supports the information or explanation presented.</b>
<b>EXPECTATION / STANDARD</b>	11-12.W.2.b.	Develop the topic thoroughly with relevant and sufficient facts, extended definitions, concrete details, quotations, examples, and figurative language.

**STANDARD /  
AREA OF  
LEARNING****English Language Arts Grade 11-12 (2023)**

<b>OBJECTIVE / STRAND</b>	11-12.W.	<b>Writing (11-12.W):</b> Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.
<b>INDICATOR / CLUSTER</b>	11-12.W.4.	<b>Conduct research projects to craft an argument, answer a question, or provide an analysis.</b>
<b>EXPECTATION / STANDARD</b>	11-12.W.4.c.	Avoid plagiarism by quoting, paraphrasing, and citing, using a standard format for citation of evidence.

**STANDARD /  
AREA OF  
LEARNING****Journalism**

<b>OBJECTIVE / STRAND</b>	2	<b>Media Literacy.</b> Students will critically evaluate various forms of media.
<b>INDICATOR / CLUSTER</b>	2.4.	Identify emotional appeals and logic fallacies. Distinguish writing intended as objective from that intended as subjective.

**STANDARD /  
AREA OF  
LEARNING****Journalism**

<b>OBJECTIVE / STRAND</b>	3	<b>Reporting &amp; Writing Process.</b> Students will effectively use the reporting and writing journalism plays a pivotal role in storytelling while becoming familiar with the basics of photo, video and audio production.
<b>INDICATOR / CLUSTER</b>	3.5.	Use direct and indirect quotes in copy with appropriate attribution (e.g., punctuation, identification, verb choice).

**STANDARD /  
AREA OF  
LEARNING****Speech & Debate**

<b>OBJECTIVE / STRAND</b>	1	<b>Research and Development.</b> Students will read and collect research from textual evidence to prepare for debates.
<b>INDICATOR / CLUSTER</b>	1.3.	Collaborate to define issues and develop strategies.

**STANDARD /  
AREA OF  
LEARNING****Speech & Debate**

<b>OBJECTIVE / STRAND</b>	2	<b>Fundamentals.</b> Students will analyze and evaluate various speech and debate formats to develop fundamental knowledge for application.
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INDICATOR / CLUSTER	2.2.	Explain the historical and contemporary role that speech and debate play in democratic society (e.g., diplomacy, government policy, justice system, politics).
INDICATOR / CLUSTER	2.4.	Demonstrate ethical practices in speech and debate (e.g., behavior, courtesy, verbal and nonverbal communication).
<b>STANDARD / AREA OF LEARNING</b>		<b>Speech &amp; Debate</b>
OBJECTIVE / STRAND	2	Fundamentals. Students will analyze and evaluate various speech and debate formats to develop fundamental knowledge for application.
INDICATOR / CLUSTER	2.5.	Demonstrate effective communication skills in speech and debate:
EXPECTATION / STANDARD		Listening (e.g., critical and attentive listening demonstrated by note taking, critiquing)
<b>STANDARD / AREA OF LEARNING</b>		<b>Speech &amp; Debate</b>
OBJECTIVE / STRAND	2	Fundamentals. Students will analyze and evaluate various speech and debate formats to develop fundamental knowledge for application.
INDICATOR / CLUSTER	2..5.	Demonstrate effective communication skills in speech and debate:
EXPECTATION / STANDARD		Nonverbal communication (e.g., attire, eye contact, facial expressions, gestures, proximity)
<b>STANDARD / AREA OF LEARNING</b>		<b>Speech &amp; Debate</b>
OBJECTIVE / STRAND	2	Fundamentals. Students will analyze and evaluate various speech and debate formats to develop fundamental knowledge for application.
INDICATOR / CLUSTER	2.9.	Identify, develop, and argue stock issues:
EXPECTATION / STANDARD		Harm
EXPECTATION / STANDARD		Inherence
EXPECTATION / STANDARD		Significance
EXPECTATION / STANDARD		Solvency
EXPECTATION / STANDARD		Topicality
<b>STANDARD / AREA OF LEARNING</b>		<b>Speech &amp; Debate</b>

<b>OBJECTIVE / STRAND</b>	<b>2</b>	<b>Fundamentals. Students will analyze and evaluate various speech and debate formats to develop fundamental knowledge for application.</b>
<b>INDICATOR / CLUSTER</b>	<b>2.10.</b>	<b>Apply critical thinking skills when researching, preparing, and presenting arguments:</b>
EXPECTATION / STANDARD		Causal arguments
EXPECTATION / STANDARD		Logical fallacies
EXPECTATION / STANDARD		Source validity
EXPECTATION / STANDARD		Topic and analysis support using strong evidence
EXPECTATION / STANDARD		Challenge the status quo and current policy proposals, using a variety of arguments and rhetorical devices
<b>STANDARD / AREA OF LEARNING</b>		<b>Speech &amp; Debate</b>
<b>OBJECTIVE / STRAND</b>	<b>3</b>	<b>Performance and Evaluation. Students will demonstrate fundamental speaking and debating skills and evaluate best practices.</b>
INDICATOR / CLUSTER	3.2.	Identify and adjust behaviors and arguments based on evaluation paradigms.
INDICATOR / CLUSTER	3.3.	Present arguments using clear and concise language.
INDICATOR / CLUSTER	3.5.	Demonstrate the ability to give and receive constructive criticism to self and peers.
<b>STANDARD / AREA OF LEARNING</b>		<b>Speech &amp; Debate</b>
<b>OBJECTIVE / STRAND</b>	<b>3</b>	<b>Performance and Evaluation. Students will demonstrate fundamental speaking and debating skills and evaluate best practices.</b>
<b>INDICATOR / CLUSTER</b>	<b>3.6.</b>	<b>Develop presentation skills to convey complex ideas:</b>
EXPECTATION / STANDARD		Persuasive techniques
<b>STANDARD / AREA OF LEARNING</b>		<b>Speech &amp; Debate</b>
<b>OBJECTIVE / STRAND</b>	<b>3</b>	<b>Performance and Evaluation. Students will demonstrate fundamental speaking and debating skills and evaluate best practices.</b>
<b>INDICATOR / CLUSTER</b>	<b>3.9.</b>	<b>Demonstrate appropriate critical, empathetic, appreciative, and reflective listening skills in formal and informal situations:</b>

EXPECTATION / STANDARD		Note-taking
STANDARD / AREA OF LEARNING		<b>Creative Writing &amp; Lit Mag</b>

OBJECTIVE / STRAND	1	<b>Writing Process. Students use the iterative process of writing to produce various types of narratives, poetry, and prose.</b>
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INDICATOR / CLUSTER	1.3.	Use various techniques for organizing ideas such as outlining, storyboarding, timelines, and plotting.
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STANDARD / AREA OF LEARNING		<b>Creative Writing &amp; Lit Mag</b>
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OBJECTIVE / STRAND	3	<b>Craft and Creation. Students will produce vivid narratives, poetry, and prose by effectively using a variety of genre-appropriate writing strategies and language techniques.</b>
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INDICATOR / CLUSTER	3.1.	Produce writing based on historical and contemporary structures and forms (e.g., sonnet, villanelle, short story, script writing, etc.) and on a variety of idea-generation techniques (e.g., found poetry, plot structure outline, free[1]write, writing prompts, etc.).
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STANDARD / AREA OF LEARNING		<b>Professional &amp; Technical Communication</b>
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OBJECTIVE / STRAND	2	<b>Oral Communication. Students will engage in a variety of professional and technical oral communications.</b>
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INDICATOR / CLUSTER	2.1.	Develop professional and technical oral communication techniques using language, syntax, and organization that are appropriate to the audience, purpose, and context.
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INDICATOR / CLUSTER	2.2.	Utilize appropriate delivery techniques (i.e., posture, gesture, eye contact, vocal expressiveness) to make presentations understandable.
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INDICATOR / CLUSTER	2.3.	Participate in clarifying discussions about the format and content of professional and technical communications produced by self, peers, teams, and outside sources.
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STANDARD / AREA OF LEARNING		<b>Professional &amp; Technical Communication</b>
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OBJECTIVE / STRAND	3	<b>Print and Digital Communication. Students will produce a variety of professional and technical written communications.</b>
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INDICATOR / CLUSTER	3.4.	Revise original pieces for content and style appropriate to the audience, purpose, and context.
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Week 09: Persuasive Speech, p. 83-94

**Utah Core Standards**

**Language Arts**

**STANDARD /  
AREA OF  
LEARNING****English Language Arts Grade 11-12 (2023)**

<b>OBJECTIVE / STRAND</b>	<b>11-12.SL.</b>	<b>Speaking and Listening (11-12.SL): Students will learn to collaborate, express and listen to ideas, integrate and evaluate information from various sources, use media and visual displays as well as language and grammar strategically to help achieve communicative purposes, and adapt to context and task.</b>
<b>INDICATOR / CLUSTER</b>	<b>11-12.SL.1.</b>	<b>Participate effectively in a range of conversations and collaborations on topics, texts, and issues.</b>
<b>EXPECTATION / STANDARD</b>	11-12.SL.1.a.	Respond thoughtfully to diverse perspectives in democratic discussions that involve decision-making and role-taking; resolve claims and evidence.
<b>EXPECTATION / STANDARD</b>	11-12.SL.1.c.	Resolve contradictions when applicable, and determine if additional information or research is required to deepen the investigation or conversation.

**STANDARD /  
AREA OF  
LEARNING****English Language Arts Grade 11-12 (2023)**

<b>OBJECTIVE / STRAND</b>	<b>11-12.W.</b>	<b>Writing (11-12.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.</b>
<b>INDICATOR / CLUSTER</b>	<b>11-12.W.1.</b>	<b>Write arguments to support claims in an analysis of complex topics or texts, using logical reasoning and relevant, sufficient evidence, and provide a conclusion that follows from and supports the argument presented.</b>
<b>EXPECTATION / STANDARD</b>	11-12.W.1.a.	Introduce claims, establish the significance of the claims, distinguish the claims from alternate or opposing claims, and create an organization that logically sequences claims, counterclaims, reasons, and evidence.
<b>EXPECTATION / STANDARD</b>	11-12.W.1.b.	Develop claims and counterclaims by interpreting the most relevant evidence from accurate, credible sources for each; elaborate on the strengths and limitations that anticipate the audience.
<b>EXPECTATION / STANDARD</b>	11-12.W.1.c.	Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claims and reasons, between reasons and evidence, and between claims and counterclaims.
<b>EXPECTATION / STANDARD</b>	11-12.W.1.d.	Use appropriate conventions and style for the audience, purpose, and task.

**STANDARD /  
AREA OF  
LEARNING****English Language Arts Grade 11-12 (2023)**

<b>OBJECTIVE / STRAND</b>	<b>11-12.W.</b>	<b>Writing (11-12.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.</b>
<b>INDICATOR / CLUSTER</b>	<b>11-12.W.2.</b>	<b>Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content, and provide a conclusion that follows from and supports the information or explanation presented.</b>
<b>EXPECTATION / STANDARD</b>	11-12.W.2.b.	Develop the topic thoroughly with relevant and sufficient facts, extended definitions, concrete details, quotations, examples, and figurative language.
<b>EXPECTATION / STANDARD</b>	11-12.W.2.e.	Use appropriate conventions and style for the audience, purpose, and task.

**STANDARD / AREA OF LEARNING** **English Language Arts Grade 11-12 (2023)**

<b>OBJECTIVE / STRAND</b>	11-12.W.	<b>Writing (11-12.W):</b> Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.
<b>INDICATOR / CLUSTER</b>	11-12.W.3.	<b>Write narrative texts to develop real or imagined experiences or events using effective technique, well-structured event sequences, well-chosen details, and provide a resolution with closure.</b>

EXPECTATION / STANDARD 11-12.W.3.e. Use appropriate conventions and style for the audience, purpose, and task.

**STANDARD / AREA OF LEARNING** **English Language Arts Grade 11-12 (2023)**

<b>OBJECTIVE / STRAND</b>	11-12.W.	<b>Writing (11-12.W):</b> Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.
<b>INDICATOR / CLUSTER</b>	11-12.W.4.	<b>Conduct research projects to craft an argument, answer a question, or provide an analysis.</b>

EXPECTATION / STANDARD 11-12.W.4.a. Gather, assess, and synthesize information from credible sources on the topic.

EXPECTATION / STANDARD 11-12.W.4.b. Evaluate the evidence and generate ideas to demonstrate understanding of the topic and purpose.

EXPECTATION / STANDARD 11-12.W.4.c. Avoid plagiarism by quoting, paraphrasing, and citing, using a standard format for citation of evidence.

**STANDARD / AREA OF LEARNING** **English Language Arts Grade 11-12 (2023)**

<b>OBJECTIVE / STRAND</b>	11-12.W.	<b>Writing (11-12.W):</b> Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.
<b>INDICATOR / CLUSTER</b>	11-12.W.5.	Mastered in grade 5.

**STANDARD / AREA OF LEARNING** **Journalism**

<b>OBJECTIVE / STRAND</b>	1	<b>Law &amp; Ethics.</b> Students will apply knowledge of law and ethics related to the functioning of a free and independent press and various media platforms.
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INDICATOR / CLUSTER 1.4. Research and evaluate the role of a free and independent media within a democratic society.

**STANDARD / AREA OF LEARNING** **Journalism**

<b>OBJECTIVE / STRAND</b>	2	<b>Media Literacy.</b> Students will critically evaluate various forms of media.
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INDICATOR / CLUSTER 2.4. Identify emotional appeals and logic fallacies. Distinguish writing intended as objective from that intended as subjective.

**STANDARD /  
AREA OF  
LEARNING****Journalism**

<b>OBJECTIVE / STRAND</b>	<b>3</b>	<b>Reporting &amp; Writing Process. Students will effectively use the reporting and writing journalism plays a pivotal role in storytelling while becoming familiar with the basics of photo, video and audio production.</b>
INDICATOR / CLUSTER	3.1.	Compose and evaluate interview questions for written or broadcast journalism
INDICATOR / CLUSTER	3.2.	Gather information from multiple, reliable sources and evaluate this information for relevance, accuracy, and completeness.
INDICATOR / CLUSTER	3.3.	Research using current reporting tools, from advanced Google searches to
INDICATOR / CLUSTER	3.5.	Use direct and indirect quotes in copy with appropriate attribution (e.g., punctuation, identification, verb choice).
INDICATOR / CLUSTER	3.7.	Revise original pieces for content and style appropriate to the medium and
INDICATOR / CLUSTER	3.8.	Peer- and self-edit using journalism style manuals as references.

**STANDARD /  
AREA OF  
LEARNING****Speech & Debate**

<b>OBJECTIVE / STRAND</b>	<b>1</b>	<b>Research and Development. Students will read and collect research from textual evidence to prepare for debates.</b>
INDICATOR / CLUSTER	1.3.	Collaborate to define issues and develop strategies.

**STANDARD /  
AREA OF  
LEARNING****Speech & Debate**

<b>OBJECTIVE / STRAND</b>	<b>2</b>	<b>Fundamentals. Students will analyze and evaluate various speech and debate formats to develop fundamental knowledge for application.</b>
INDICATOR / CLUSTER	2.4.	Demonstrate ethical practices in speech and debate (e.g., behavior, courtesy, verbal and nonverbal communication).

**STANDARD /  
AREA OF  
LEARNING****Speech & Debate**

<b>OBJECTIVE / STRAND</b>	<b>2</b>	<b>Fundamentals. Students will analyze and evaluate various speech and debate formats to develop fundamental knowledge for application.</b>
<b>INDICATOR / CLUSTER</b>	<b>2.5.</b>	<b>Demonstrate effective communication skills in speech and debate:</b>

EXPECTATION /  
STANDARD

Listening (e.g., critical and attentive listening demonstrated by note taking, critiquing)

**STANDARD /  
AREA OF  
LEARNING**

**Speech & Debate**

<b>OBJECTIVE / STRAND</b>	<b>2</b>	<b>Fundamentals. Students will analyze and evaluate various speech and debate formats to develop fundamental knowledge for application.</b>
<b>INDICATOR / CLUSTER</b>	<b>2..5.</b>	<b>Demonstrate effective communication skills in speech and debate:</b>

EXPECTATION /  
STANDARD

Nonverbal communication (e.g., attire, eye contact, facial expressions, gestures, proximity)

**STANDARD /  
AREA OF  
LEARNING**

**Speech & Debate**

<b>OBJECTIVE / STRAND</b>	<b>2</b>	<b>Fundamentals. Students will analyze and evaluate various speech and debate formats to develop fundamental knowledge for application.</b>
<b>INDICATOR / CLUSTER</b>	<b>2.9.</b>	<b>Identify, develop, and argue stock issues:</b>

EXPECTATION /  
STANDARD

Harm

EXPECTATION /  
STANDARD

Inherence

EXPECTATION /  
STANDARD

Significance

EXPECTATION /  
STANDARD

Solvency

EXPECTATION /  
STANDARD

Topicality

**STANDARD /  
AREA OF  
LEARNING**

**Speech & Debate**

<b>OBJECTIVE / STRAND</b>	<b>2</b>	<b>Fundamentals. Students will analyze and evaluate various speech and debate formats to develop fundamental knowledge for application.</b>
<b>INDICATOR / CLUSTER</b>	<b>2.10.</b>	<b>Apply critical thinking skills when researching, preparing, and presenting arguments:</b>

EXPECTATION /  
STANDARD

Causal arguments

EXPECTATION /  
STANDARD

Logical fallacies

EXPECTATION /  
STANDARD

Source validity

EXPECTATION /  
STANDARD

Topic and analysis support using strong evidence

EXPECTATION / STANDARD		Challenge the status quo and current policy proposals, using a variety of arguments and rhetorical devices
<b>STANDARD / AREA OF LEARNING</b>		<b>Speech &amp; Debate</b>
<b>OBJECTIVE / STRAND</b>	<b>3</b>	<b>Performance and Evaluation. Students will demonstrate fundamental speaking and debating skills and evaluate best practices.</b>
<b>INDICATOR / CLUSTER</b>	<b>3.1.</b>	<b>Apply principles of ethical communication appropriate to context:</b>
EXPECTATION / STANDARD		Academic honesty
EXPECTATION / STANDARD		Communication responsibility
<b>STANDARD / AREA OF LEARNING</b>		<b>Speech &amp; Debate</b>
<b>OBJECTIVE / STRAND</b>	<b>3</b>	<b>Performance and Evaluation. Students will demonstrate fundamental speaking and debating skills and evaluate best practices.</b>
<b>INDICATOR / CLUSTER</b>	<b>3.2.</b>	<b>Identify and adjust behaviors and arguments based on evaluation paradigms.</b>
<b>INDICATOR / CLUSTER</b>	<b>3.3.</b>	<b>Present arguments using clear and concise language.</b>
<b>INDICATOR / CLUSTER</b>	<b>3.5.</b>	<b>Demonstrate the ability to give and receive constructive criticism to self and peers.</b>
<b>STANDARD / AREA OF LEARNING</b>		<b>Speech &amp; Debate</b>
<b>OBJECTIVE / STRAND</b>	<b>3</b>	<b>Performance and Evaluation. Students will demonstrate fundamental speaking and debating skills and evaluate best practices.</b>
<b>INDICATOR / CLUSTER</b>	<b>3.6.</b>	<b>Develop presentation skills to convey complex ideas:</b>
EXPECTATION / STANDARD		Extemporaneous speech
EXPECTATION / STANDARD		Persuasive techniques
<b>STANDARD / AREA OF LEARNING</b>		<b>Speech &amp; Debate</b>
<b>OBJECTIVE / STRAND</b>	<b>3</b>	<b>Performance and Evaluation. Students will demonstrate fundamental speaking and debating skills and evaluate best practices.</b>
<b>INDICATOR / CLUSTER</b>	<b>3.9.</b>	<b>Demonstrate appropriate critical, empathetic, appreciative, and reflective listening skills in formal and informal situations:</b>

EXPECTATION / STANDARD		Note-taking
<b>STANDARD / AREA OF LEARNING</b>		<b>Creative Writing &amp; Lit Mag</b>
<b>OBJECTIVE / STRAND</b>	<b>1</b>	<b>Writing Process. Students use the iterative process of writing to produce various types of narratives, poetry, and prose.</b>
INDICATOR / CLUSTER	1.2.	Focus ideas on addressing what is most significant and/or relevant for a specific genre, purpose, and audience.
INDICATOR / CLUSTER	1.3.	Use various techniques for organizing ideas such as outlining, storyboarding, timelines, and plotting.
INDICATOR / CLUSTER	1.4.	Compose multiple drafts with revisions as needed showing growth based on self-evaluation and/or feedback.
INDICATOR / CLUSTER	1.5.	Edit following the conventions of English as appropriate for grade level, genre, and purpose.
<b>STANDARD / AREA OF LEARNING</b>		<b>Creative Writing &amp; Lit Mag</b>
<b>OBJECTIVE / STRAND</b>	<b>2</b>	<b>Analysis of Genre. Students will develop an understanding of genre conventions and apply them in their writing.</b>
INDICATOR / CLUSTER	2.4.	Determine the audience and purpose of a wide variety of genres.
<b>STANDARD / AREA OF LEARNING</b>		<b>Creative Writing &amp; Lit Mag</b>
<b>OBJECTIVE / STRAND</b>	<b>3</b>	<b>Craft and Creation. Students will produce vivid narratives, poetry, and prose by effectively using a variety of genre-appropriate writing strategies and language techniques.</b>
INDICATOR / CLUSTER	3.1.	Produce writing based on historical and contemporary structures and forms (e.g., sonnet, villanelle, short story, script writing, etc.) and on a variety of idea-generation techniques (e.g., found poetry, plot structure outline, free[1]write, writing prompts, etc.).
INDICATOR / CLUSTER	3.7.	Construct a finished product that demonstrates mastery of targeted writing techniques specific to the genre.
<b>STANDARD / AREA OF LEARNING</b>		<b>Creative Writing &amp; Lit Mag</b>
<b>OBJECTIVE / STRAND</b>	<b>4</b>	<b>Collaboration and Evaluation. Students will collaborate with peers in the production and evaluation of writing.</b>
INDICATOR / CLUSTER	4.1.	Generate ideas and research in collaboration with others to draft, plan, present, and publish original work.
INDICATOR / CLUSTER	4.4.	Consider differing perspectives and opinions when editing, critiquing, collaborating, and conferencing work.

INDICATOR / CLUSTER	4.5.	Evaluate personal and peer writing through the use of rubrics, checklists, and/or portfolios.
<b>STANDARD / AREA OF LEARNING</b>	<b>Creative Writing &amp; Lit Mag</b>	
<b>OBJECTIVE / STRAND</b>	<b>5</b>	<b>Literary Magazine/Publication. Students will develop editorial and publishing skills to produce a literary magazine or publication (in schools where such a publication exists).</b>

INDICATOR / CLUSTER	5.3.	Create products to solicit submissions as well as promote the publication such as posters, flyers, social media posts, videos and/or announcements.
<b>STANDARD / AREA OF LEARNING</b>	<b>Professional &amp; Technical Communication</b>	

<b>OBJECTIVE / STRAND</b>	<b>2</b>	<b>Oral Communication. Students will engage in a variety of professional and technical oral communications.</b>
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INDICATOR / CLUSTER	2.1.	Develop professional and technical oral communication techniques using language, syntax, and organization that are appropriate to the audience, purpose, and context.
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INDICATOR / CLUSTER	2.2.	Utilize appropriate delivery techniques (i.e., posture, gesture, eye contact, vocal expressiveness) to make presentations understandable.
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INDICATOR / CLUSTER	2.3.	Participate in clarifying discussions about the format and content of professional and technical communications produced by self, peers, teams, and outside sources.
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<b>STANDARD / AREA OF LEARNING</b>	<b>Professional &amp; Technical Communication</b>	
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<b>OBJECTIVE / STRAND</b>	<b>3</b>	<b>Print and Digital Communication. Students will produce a variety of professional and technical written communications.</b>
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INDICATOR / CLUSTER	3.4.	Revise original pieces for content and style appropriate to the audience, purpose, and context.
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Week 10: Extensive Memory Techniques, p. 95-98

**Utah Core Standards**

**Language Arts**

**Grade 12 - Adopted: 2023**

<b>STANDARD / AREA OF LEARNING</b>	<b>English Language Arts Grade 11-12 (2023)</b>	
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<b>OBJECTIVE / STRAND</b>	<b>11-12.SL.</b>	<b>Speaking and Listening (11-12.SL): Students will learn to collaborate, express and listen to ideas, integrate and evaluate information from various sources, use media and visual displays as well as language and grammar strategically to help achieve communicative purposes, and adapt to context and task.</b>
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<b>INDICATOR / CLUSTER</b>	<b>11-12.SL.1.</b>	<b>Participate effectively in a range of conversations and collaborations on topics, texts, and issues.</b>
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EXPECTATION / STANDARD	11-12.SL.1.a.	Respond thoughtfully to diverse perspectives in democratic discussions that involve decision-making and role-taking; resolve claims and evidence.
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EXPECTATION / STANDARD	11-12.SL.1.c.	Resolve contradictions when applicable, and determine if additional information or research is required to deepen the investigation or conversation.
<b>STANDARD / AREA OF LEARNING</b>		<b>Speech &amp; Debate</b>
<b>OBJECTIVE / STRAND</b>	<b>1</b>	<b>Research and Development. Students will read and collect research from textual evidence to prepare for debates.</b>
INDICATOR / CLUSTER	1.3.	Collaborate to define issues and develop strategies.
<b>STANDARD / AREA OF LEARNING</b>		<b>Speech &amp; Debate</b>
<b>OBJECTIVE / STRAND</b>	<b>2</b>	<b>Fundamentals. Students will analyze and evaluate various speech and debate formats to develop fundamental knowledge for application.</b>
INDICATOR / CLUSTER	2.4.	Demonstrate ethical practices in speech and debate (e.g., behavior, courtesy, verbal and nonverbal communication).
<b>STANDARD / AREA OF LEARNING</b>		<b>Speech &amp; Debate</b>
<b>OBJECTIVE / STRAND</b>	<b>2</b>	<b>Fundamentals. Students will analyze and evaluate various speech and debate formats to develop fundamental knowledge for application.</b>
<b>INDICATOR / CLUSTER</b>	<b>2.5.</b>	<b>Demonstrate effective communication skills in speech and debate:</b>
EXPECTATION / STANDARD		Listening (e.g., critical and attentive listening demonstrated by note taking, critiquing)
<b>STANDARD / AREA OF LEARNING</b>		<b>Speech &amp; Debate</b>
<b>OBJECTIVE / STRAND</b>	<b>2</b>	<b>Fundamentals. Students will analyze and evaluate various speech and debate formats to develop fundamental knowledge for application.</b>
<b>INDICATOR / CLUSTER</b>	<b>2..5.</b>	<b>Demonstrate effective communication skills in speech and debate:</b>
EXPECTATION / STANDARD		Nonverbal communication (e.g., attire, eye contact, facial expressions, gestures, proximity)
<b>STANDARD / AREA OF LEARNING</b>		<b>Speech &amp; Debate</b>
<b>OBJECTIVE / STRAND</b>	<b>2</b>	<b>Fundamentals. Students will analyze and evaluate various speech and debate formats to develop fundamental knowledge for application.</b>
<b>INDICATOR / CLUSTER</b>	<b>2.9.</b>	<b>Identify, develop, and argue stock issues:</b>
EXPECTATION / STANDARD		Harm
EXPECTATION / STANDARD		Inherence

EXPECTATION / STANDARD		Significance
EXPECTATION / STANDARD		Solvency
EXPECTATION / STANDARD		Topicality
<b>STANDARD / AREA OF LEARNING</b>		<b>Speech &amp; Debate</b>
<b>OBJECTIVE / STRAND</b>	<b>2</b>	<b>Fundamentals. Students will analyze and evaluate various speech and debate formats to develop fundamental knowledge for application.</b>
<b>INDICATOR / CLUSTER</b>	<b>2.10.</b>	<b>Apply critical thinking skills when researching, preparing, and presenting arguments:</b>
EXPECTATION / STANDARD		Causal arguments
EXPECTATION / STANDARD		Logical fallacies
EXPECTATION / STANDARD		Source validity
EXPECTATION / STANDARD		Topic and analysis support using strong evidence
EXPECTATION / STANDARD		Challenge the status quo and current policy proposals, using a variety of arguments and rhetorical devices
<b>STANDARD / AREA OF LEARNING</b>		<b>Speech &amp; Debate</b>
<b>OBJECTIVE / STRAND</b>	<b>3</b>	<b>Performance and Evaluation. Students will demonstrate fundamental speaking and debating skills and evaluate best practices.</b>
INDICATOR / CLUSTER	3.2.	Identify and adjust behaviors and arguments based on evaluation paradigms.
INDICATOR / CLUSTER	3.3.	Present arguments using clear and concise language.
INDICATOR / CLUSTER	3.5.	Demonstrate the ability to give and receive constructive criticism to self and peers.
<b>STANDARD / AREA OF LEARNING</b>		<b>Speech &amp; Debate</b>
<b>OBJECTIVE / STRAND</b>	<b>3</b>	<b>Performance and Evaluation. Students will demonstrate fundamental speaking and debating skills and evaluate best practices.</b>
<b>INDICATOR / CLUSTER</b>	<b>3.6.</b>	<b>Develop presentation skills to convey complex ideas:</b>

EXPECTATION / STANDARD		Extemporaneous speech
EXPECTATION / STANDARD		Persuasive techniques
<b>STANDARD / AREA OF LEARNING</b>		<b>Speech &amp; Debate</b>
<b>OBJECTIVE / STRAND</b>	<b>3</b>	<b>Performance and Evaluation. Students will demonstrate fundamental speaking and debating skills and evaluate best practices.</b>
<b>INDICATOR / CLUSTER</b>	<b>3.9.</b>	<b>Demonstrate appropriate critical, empathetic, appreciative, and reflective listening skills in formal and informal situations:</b>
EXPECTATION / STANDARD		Note-taking
<b>STANDARD / AREA OF LEARNING</b>		<b>Creative Writing &amp; Lit Mag</b>
<b>OBJECTIVE / STRAND</b>	<b>1</b>	<b>Writing Process. Students use the iterative process of writing to produce various types of narratives, poetry, and prose.</b>
INDICATOR / CLUSTER	1.3.	Use various techniques for organizing ideas such as outlining, storyboarding, timelines, and plotting.
<b>STANDARD / AREA OF LEARNING</b>		<b>Creative Writing &amp; Lit Mag</b>
<b>OBJECTIVE / STRAND</b>	<b>3</b>	<b>Craft and Creation. Students will produce vivid narratives, poetry, and prose by effectively using a variety of genre-appropriate writing strategies and language techniques.</b>
INDICATOR / CLUSTER	3.1.	Produce writing based on historical and contemporary structures and forms (e.g., sonnet, villanelle, short story, script writing, etc.) and on a variety of idea-generation techniques (e.g., found poetry, plot structure outline, free[1]write, writing prompts, etc.).
<b>STANDARD / AREA OF LEARNING</b>		<b>Creative Writing &amp; Lit Mag</b>
<b>OBJECTIVE / STRAND</b>	<b>5</b>	<b>Literary Magazine/Publication. Students will develop editorial and publishing skills to produce a literary magazine or publication (in schools where such a publication exists).</b>
INDICATOR / CLUSTER	5.3.	Create products to solicit submissions as well as promote the publication such as posters, flyers, social media posts, videos and/or announcements.
<b>STANDARD / AREA OF LEARNING</b>		<b>Professional &amp; Technical Communication</b>
<b>OBJECTIVE / STRAND</b>	<b>2</b>	<b>Oral Communication. Students will engage in a variety of professional and technical oral communications.</b>
INDICATOR / CLUSTER	2.2.	Utilize appropriate delivery techniques (i.e., posture, gesture, eye contact, vocal expressiveness) to make presentations understandable.

INDICATOR / CLUSTER	2.3.	Participate in clarifying discussions about the format and content of professional and technical communications produced by self, peers, teams, and outside sources.
<b>STANDARD / AREA OF LEARNING</b>	<b>Professional &amp; Technical Communication</b>	
<b>OBJECTIVE / STRAND</b>	<b>3</b>	<b>Print and Digital Communication. Students will produce a variety of professional and technical written communications.</b>
INDICATOR / CLUSTER	3.4.	Revise original pieces for content and style appropriate to the audience, purpose, and context.

Week 11: Impromptu Speech, p. 99-110

**Utah Core Standards**

**Language Arts**  
Grade 12 - Adopted: 2023

<b>STANDARD / AREA OF LEARNING</b>	<b>English Language Arts Grade 11-12 (2023)</b>	
<b>OBJECTIVE / STRAND</b>	<b>11-12.SL.</b>	<b>Speaking and Listening (11-12.SL): Students will learn to collaborate, express and listen to ideas, integrate and evaluate information from various sources, use media and visual displays as well as language and grammar strategically to help achieve communicative purposes, and adapt to context and task.</b>
<b>INDICATOR / CLUSTER</b>	<b>11-12.SL.1.</b>	<b>Participate effectively in a range of conversations and collaborations on topics, texts, and issues.</b>

EXPECTATION / STANDARD	11-12.SL.1.a.	Respond thoughtfully to diverse perspectives in democratic discussions that involve decision-making and role-taking; resolve claims and evidence.
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EXPECTATION / STANDARD	11-12.SL.1.c.	Resolve contradictions when applicable, and determine if additional information or research is required to deepen the investigation or conversation.
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<b>STANDARD / AREA OF LEARNING</b>	<b>English Language Arts Grade 11-12 (2023)</b>	
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<b>OBJECTIVE / STRAND</b>	<b>11-12.R.</b>	<b>Reading (11-12.R): Students will learn to proficiently read and comprehend grade level literature and informational text, including seminal U.S. documents of historical and literary significance, at the high end of the grade level text complexity band, with scaffolding as needed.</b>
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INDICATOR / CLUSTER	11-12.R.8.	Determine the meaning and impact of words and phrases on tone and mood, including words with multiple meanings. Analyze figurative language, connotative meanings, and figures of speech. Examine how the author uses and refines the meaning of domain-specific vocabulary and how language differs across historical time periods, cultures, regions, and genres. (RL & RI)
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INDICATOR / CLUSTER	11-12.R.11.	Analyze how an author's geographic location, identity or background, culture, and time period affect the perspective, point of view, purpose, and implicit/explicit messages of a collective body of work. (RL & RI)
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<b>STANDARD / AREA OF LEARNING</b>	<b>English Language Arts Grade 11-12 (2023)</b>	
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<b>OBJECTIVE / STRAND</b>	<b>11-12.W.</b>	<b>Writing (11-12.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.</b>
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<b>INDICATOR / CLUSTER</b>	<b>11-12.W.2.</b>	<b>Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content, and provide a conclusion that follows from and supports the information or explanation presented.</b>
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EXPECTATION / STANDARD      11-12.W.2.b.      Develop the topic thoroughly with relevant and sufficient facts, extended definitions, concrete details, quotations, examples, and figurative language.

**STANDARD / AREA OF LEARNING**      **English Language Arts Grade 11-12 (2023)**

<b>OBJECTIVE / STRAND</b>	<b>11-12.W.</b>	<b>Writing (11-12.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.</b>
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<b>INDICATOR / CLUSTER</b>	<b>11-12.W.4.</b>	<b>Conduct research projects to craft an argument, answer a question, or provide an analysis.</b>
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EXPECTATION / STANDARD      11-12.W.4.c.      Avoid plagiarism by quoting, paraphrasing, and citing, using a standard format for citation of evidence.

EXPECTATION / STANDARD      11-12.W.4.d.      Interact and collaborate with others throughout the writing process.

**STANDARD / AREA OF LEARNING**      **Journalism**

<b>OBJECTIVE / STRAND</b>	<b>3</b>	<b>Reporting &amp; Writing Process. Students will effectively use the reporting and writing journalism plays a pivotal role in storytelling while becoming familiar with the basics of photo, video and audio production.</b>
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INDICATOR / CLUSTER      3.5.      Use direct and indirect quotes in copy with appropriate attribution (e.g., punctuation, identification, verb choice).

**STANDARD / AREA OF LEARNING**      **Speech & Debate**

<b>OBJECTIVE / STRAND</b>	<b>1</b>	<b>Research and Development. Students will read and collect research from textual evidence to prepare for debates.</b>
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INDICATOR / CLUSTER      1.3.      Collaborate to define issues and develop strategies.

**STANDARD / AREA OF LEARNING**      **Speech & Debate**

<b>OBJECTIVE / STRAND</b>	<b>2</b>	<b>Fundamentals. Students will analyze and evaluate various speech and debate formats to develop fundamental knowledge for application.</b>
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INDICATOR / CLUSTER      2.2.      Explain the historical and contemporary role that speech and debate play in democratic society (e.g., diplomacy, government policy, justice system, politics).

INDICATOR / CLUSTER      2.4.      Demonstrate ethical practices in speech and debate (e.g., behavior, courtesy, verbal and nonverbal communication).

**STANDARD / AREA OF LEARNING**      **Speech & Debate**

<b>OBJECTIVE / STRAND</b>	<b>2</b>	<b>Fundamentals. Students will analyze and evaluate various speech and debate formats to develop fundamental knowledge for application.</b>
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<b>INDICATOR / CLUSTER</b>	<b>2.5.</b>	<b>Demonstrate effective communication skills in speech and debate:</b>
EXPECTATION / STANDARD		Listening (e.g., critical and attentive listening demonstrated by note taking, critiquing)
<b>STANDARD / AREA OF LEARNING</b>		<b>Speech &amp; Debate</b>
<b>OBJECTIVE / STRAND</b>	<b>2</b>	<b>Fundamentals. Students will analyze and evaluate various speech and debate formats to develop fundamental knowledge for application.</b>
<b>INDICATOR / CLUSTER</b>	<b>2..5.</b>	<b>Demonstrate effective communication skills in speech and debate:</b>
EXPECTATION / STANDARD		Nonverbal communication (e.g., attire, eye contact, facial expressions, gestures, proximity)
<b>STANDARD / AREA OF LEARNING</b>		<b>Speech &amp; Debate</b>
<b>OBJECTIVE / STRAND</b>	<b>2</b>	<b>Fundamentals. Students will analyze and evaluate various speech and debate formats to develop fundamental knowledge for application.</b>
INDICATOR / CLUSTER	2.7.	Use speech and debate conventions appropriately.
<b>STANDARD / AREA OF LEARNING</b>		<b>Speech &amp; Debate</b>
<b>OBJECTIVE / STRAND</b>	<b>2</b>	<b>Fundamentals. Students will analyze and evaluate various speech and debate formats to develop fundamental knowledge for application.</b>
<b>INDICATOR / CLUSTER</b>	<b>2.9.</b>	<b>Identify, develop, and argue stock issues:</b>
EXPECTATION / STANDARD		Harm
EXPECTATION / STANDARD		Inherence
EXPECTATION / STANDARD		Significance
EXPECTATION / STANDARD		Solvency
EXPECTATION / STANDARD		Topicality
<b>STANDARD / AREA OF LEARNING</b>		<b>Speech &amp; Debate</b>
<b>OBJECTIVE / STRAND</b>	<b>2</b>	<b>Fundamentals. Students will analyze and evaluate various speech and debate formats to develop fundamental knowledge for application.</b>
<b>INDICATOR / CLUSTER</b>	<b>2.10.</b>	<b>Apply critical thinking skills when researching, preparing, and presenting arguments:</b>

EXPECTATION / STANDARD	Causal arguments
EXPECTATION / STANDARD	Logical fallacies
EXPECTATION / STANDARD	Source validity
EXPECTATION / STANDARD	Topic and analysis support using strong evidence
EXPECTATION / STANDARD	Challenge the status quo and current policy proposals, using a variety of arguments and rhetorical devices

**STANDARD / AREA OF LEARNING**

**Speech & Debate**

<b>OBJECTIVE / STRAND</b>	<b>3</b>	<b>Performance and Evaluation. Students will demonstrate fundamental speaking and debating skills and evaluate best practices.</b>
INDICATOR / CLUSTER	3.2.	Identify and adjust behaviors and arguments based on evaluation paradigms.
INDICATOR / CLUSTER	3.3.	Present arguments using clear and concise language.
INDICATOR / CLUSTER	3.5.	Demonstrate the ability to give and receive constructive criticism to self and peers.

**STANDARD / AREA OF LEARNING**

**Speech & Debate**

<b>OBJECTIVE / STRAND</b>	<b>3</b>	<b>Performance and Evaluation. Students will demonstrate fundamental speaking and debating skills and evaluate best practices.</b>
<b>INDICATOR / CLUSTER</b>	<b>3.6.</b>	<b>Develop presentation skills to convey complex ideas:</b>

EXPECTATION / STANDARD	Extemporaneous speech
EXPECTATION / STANDARD	Persuasive techniques

**STANDARD / AREA OF LEARNING**

**Speech & Debate**

<b>OBJECTIVE / STRAND</b>	<b>3</b>	<b>Performance and Evaluation. Students will demonstrate fundamental speaking and debating skills and evaluate best practices.</b>
<b>INDICATOR / CLUSTER</b>	<b>3.9.</b>	<b>Demonstrate appropriate critical, empathetic, appreciative, and reflective listening skills in formal and informal situations:</b>
EXPECTATION / STANDARD	Note-taking	

**STANDARD /  
AREA OF  
LEARNING****Creative Writing & Lit Mag**

<b>OBJECTIVE / STRAND</b>	<b>1</b>	<b>Writing Process. Students use the iterative process of writing to produce various types of narratives, poetry, and prose.</b>
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INDICATOR /  
CLUSTER

1.1.

Generate and/or capture multiple ideas for writing through observation, processing, discussion, and reading.

**STANDARD /  
AREA OF  
LEARNING****Creative Writing & Lit Mag**

<b>OBJECTIVE / STRAND</b>	<b>4</b>	<b>Collaboration and Evaluation. Students will collaborate with peers in the production and evaluation of writing.</b>
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INDICATOR /  
CLUSTER

4.1.

Generate ideas and research in collaboration with others to draft, plan, present, and publish original work.

INDICATOR /  
CLUSTER

4.2.

Participate in consistent, collaborative discussions about writing produced by peers, self, and outside sources.

INDICATOR /  
CLUSTER

4.3.

Articulate, discuss, and reflect upon specific strengths of a piece of writing and provide suggestions for improvement.

INDICATOR /  
CLUSTER

4.4.

Consider differing perspectives and opinions when editing, critiquing, collaborating, and conferencing work.

**STANDARD /  
AREA OF  
LEARNING****Creative Writing & Lit Mag**

<b>OBJECTIVE / STRAND</b>	<b>5</b>	<b>Literary Magazine/Publication. Students will develop editorial and publishing skills to produce a literary magazine or publication (in schools where such a publication exists).</b>
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INDICATOR /  
CLUSTER

5.3.

Create products to solicit submissions as well as promote the publication such as posters, flyers, social media posts, videos and/or announcements.

**STANDARD /  
AREA OF  
LEARNING****Professional & Technical Communication**

<b>OBJECTIVE / STRAND</b>	<b>2</b>	<b>Oral Communication. Students will engage in a variety of professional and technical oral communications.</b>
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INDICATOR /  
CLUSTER

2.1.

Develop professional and technical oral communication techniques using language, syntax, and organization that are appropriate to the audience, purpose, and context.

INDICATOR /  
CLUSTER

2.2.

Utilize appropriate delivery techniques (i.e., posture, gesture, eye contact, vocal expressiveness) to make presentations understandable.

INDICATOR /  
CLUSTER

2.3.

Participate in clarifying discussions about the format and content of professional and technical communications produced by self, peers, teams, and outside sources.

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

## Language Arts

Grade 12 - Adopted: 2023

**STANDARD / AREA OF LEARNING** **English Language Arts Grade 11-12 (2023)**

<b>OBJECTIVE / STRAND</b>	11-12.SL.	<b>Speaking and Listening (11-12.SL):</b> Students will learn to collaborate, express and listen to ideas, integrate and evaluate information from various sources, use media and visual displays as well as language and grammar strategically to help achieve communicative purposes, and adapt to context and task.
<b>INDICATOR / CLUSTER</b>	11-12.SL.1.	Participate effectively in a range of conversations and collaborations on topics, texts, and issues.
<b>EXPECTATION / STANDARD</b>	11-12.SL.1.a.	Respond thoughtfully to diverse perspectives in democratic discussions that involve decision-making and role-taking; resolve claims and evidence.
<b>EXPECTATION / STANDARD</b>	11-12.SL.1.c.	Resolve contradictions when applicable, and determine if additional information or research is required to deepen the investigation or conversation.

**STANDARD / AREA OF LEARNING** **English Language Arts Grade 11-12 (2023)**

<b>OBJECTIVE / STRAND</b>	11-12.W.	<b>Writing (11-12.W):</b> Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.
<b>INDICATOR / CLUSTER</b>	11-12.W.4.	Conduct research projects to craft an argument, answer a question, or provide an analysis.
<b>EXPECTATION / STANDARD</b>	11-12.W.4.c.	Avoid plagiarism by quoting, paraphrasing, and citing, using a standard format for citation of evidence.

**STANDARD / AREA OF LEARNING** **Journalism**

<b>OBJECTIVE / STRAND</b>	3	<b>Reporting &amp; Writing Process.</b> Students will effectively use the reporting and writing journalism plays a pivotal role in storytelling while becoming familiar with the basics of photo, video and audio production.
<b>INDICATOR / CLUSTER</b>	3.5.	Use direct and indirect quotes in copy with appropriate attribution (e.g., punctuation, identification, verb choice).

**STANDARD / AREA OF LEARNING** **Speech & Debate**

<b>OBJECTIVE / STRAND</b>	1	<b>Research and Development.</b> Students will read and collect research from textual evidence to prepare for debates.
<b>INDICATOR / CLUSTER</b>	1.1.	Prepare for and present in a variety of speech and debate formats
<b>INDICATOR / CLUSTER</b>	1.2.	Analyze current events and political atmosphere (e.g., domestic policy, economic policy, foreign policy, social climate).
<b>INDICATOR / CLUSTER</b>	1.3.	Collaborate to define issues and develop strategies.

**STANDARD /  
AREA OF  
LEARNING****Speech & Debate**

<b>OBJECTIVE / STRAND</b>	<b>1</b>	<b>Research and Development. Students will read and collect research from textual evidence to prepare for debates.</b>
<b>INDICATOR / CLUSTER</b>	<b>1.4.</b>	<b>Research arguments to support substantive claims using a variety of primary and/or secondary sources including but not limited to historical, scientific, and technical texts:</b>
EXPECTATION / STANDARD		central idea
EXPECTATION / STANDARD		discrepancies in content
EXPECTATION / STANDARD		explanation for action or events
EXPECTATION / STANDARD		points of view
EXPECTATION / STANDARD		specialized vocabulary
EXPECTATION / STANDARD		textual evidence

**STANDARD /  
AREA OF  
LEARNING****Speech & Debate**

<b>OBJECTIVE / STRAND</b>	<b>1</b>	<b>Research and Development. Students will read and collect research from textual evidence to prepare for debates.</b>
INDICATOR / CLUSTER	1.5.	Evaluate researched texts for validity, reliability, and credibility of source, content, and/or author.

**STANDARD /  
AREA OF  
LEARNING****Speech & Debate**

<b>OBJECTIVE / STRAND</b>	<b>2</b>	<b>Fundamentals. Students will analyze and evaluate various speech and debate formats to develop fundamental knowledge for application.</b>
INDICATOR / CLUSTER	2.1.	Compare and contrast classical and contemporary philosophers and their contributions to speech and debate.
INDICATOR / CLUSTER	2.2.	Explain the historical and contemporary role that speech and debate play in democratic society (e.g., diplomacy, government policy, justice system, politics).
INDICATOR / CLUSTER	2.3.	Discuss ethical dilemmas and practices as found in various speaking topics, contentions, and presentations.
INDICATOR / CLUSTER	2.4.	Demonstrate ethical practices in speech and debate (e.g., behavior, courtesy, verbal and nonverbal communication).

**STANDARD /  
AREA OF  
LEARNING**

**Speech & Debate**

<b>OBJECTIVE / STRAND</b>	<b>2</b>	<b>Fundamentals. Students will analyze and evaluate various speech and debate formats to develop fundamental knowledge for application.</b>
<b>INDICATOR / CLUSTER</b>	<b>2.5.</b>	<b>Demonstrate effective communication skills in speech and debate:</b>

EXPECTATION / STANDARD		Speaking (e.g., framing questions, responding to questions, speaking extemporaneously, using appropriate language)
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EXPECTATION / STANDARD		Listening (e.g., critical and attentive listening demonstrated by note taking, critiquing)
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**STANDARD /  
AREA OF  
LEARNING**

**Speech & Debate**

<b>OBJECTIVE / STRAND</b>	<b>2</b>	<b>Fundamentals. Students will analyze and evaluate various speech and debate formats to develop fundamental knowledge for application.</b>
<b>INDICATOR / CLUSTER</b>	<b>2..5.</b>	<b>Demonstrate effective communication skills in speech and debate:</b>

EXPECTATION / STANDARD		Nonverbal communication (e.g., attire, eye contact, facial expressions, gestures, proximity)
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**STANDARD /  
AREA OF  
LEARNING**

**Speech & Debate**

<b>OBJECTIVE / STRAND</b>	<b>2</b>	<b>Fundamentals. Students will analyze and evaluate various speech and debate formats to develop fundamental knowledge for application.</b>
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INDICATOR / CLUSTER	2.6.	Analyze a variety of speech and debate structures for task, audience, and purpose.
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INDICATOR / CLUSTER	2.7.	Use speech and debate conventions appropriately.
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INDICATOR / CLUSTER	2.8.	Use speech and debate terminology effectively.
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**STANDARD /  
AREA OF  
LEARNING**

**Speech & Debate**

<b>OBJECTIVE / STRAND</b>	<b>2</b>	<b>Fundamentals. Students will analyze and evaluate various speech and debate formats to develop fundamental knowledge for application.</b>
<b>INDICATOR / CLUSTER</b>	<b>2.9.</b>	<b>Identify, develop, and argue stock issues:</b>

EXPECTATION / STANDARD		Harm
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EXPECTATION / STANDARD		Inherence
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EXPECTATION / STANDARD		Significance
EXPECTATION / STANDARD		Solvency
EXPECTATION / STANDARD		Topicality

**STANDARD / AREA OF LEARNING**                      **Speech & Debate**

<b>OBJECTIVE / STRAND</b>	<b>2</b>	<b>Fundamentals. Students will analyze and evaluate various speech and debate formats to develop fundamental knowledge for application.</b>
<b>INDICATOR / CLUSTER</b>	<b>2.10.</b>	<b>Apply critical thinking skills when researching, preparing, and presenting arguments:</b>

EXPECTATION / STANDARD		Causal arguments
EXPECTATION / STANDARD		Logical fallacies
EXPECTATION / STANDARD		Source validity
EXPECTATION / STANDARD		Topic and analysis support using strong evidence
EXPECTATION / STANDARD		Challenge the status quo and current policy proposals, using a variety of arguments and rhetorical devices

**STANDARD / AREA OF LEARNING**                      **Speech & Debate**

<b>OBJECTIVE / STRAND</b>	<b>3</b>	<b>Performance and Evaluation. Students will demonstrate fundamental speaking and debating skills and evaluate best practices.</b>
<b>INDICATOR / CLUSTER</b>	<b>3.1.</b>	<b>Apply principles of ethical communication appropriate to context:</b>

EXPECTATION / STANDARD		Academic honesty
EXPECTATION / STANDARD		Bias
EXPECTATION / STANDARD		Communication responsibility
EXPECTATION / STANDARD		Plagiarism

EXPECTATION / STANDARD		Respect for diversity
<b>STANDARD / AREA OF LEARNING</b>		<b>Speech &amp; Debate</b>
<b>OBJECTIVE / STRAND</b>	<b>3</b>	<b>Performance and Evaluation. Students will demonstrate fundamental speaking and debating skills and evaluate best practices.</b>
INDICATOR / CLUSTER	3.2.	Identify and adjust behaviors and arguments based on evaluation paradigms.
INDICATOR / CLUSTER	3.3.	Present arguments using clear and concise language.
INDICATOR / CLUSTER	3.4.	Demonstrate the process of refutation and cross examination in debate settings and provide effective rebuttals.
INDICATOR / CLUSTER	3.5.	Demonstrate the ability to give and receive constructive criticism to self and peers.
<b>STANDARD / AREA OF LEARNING</b>		<b>Speech &amp; Debate</b>
<b>OBJECTIVE / STRAND</b>	<b>3</b>	<b>Performance and Evaluation. Students will demonstrate fundamental speaking and debating skills and evaluate best practices.</b>
<b>INDICATOR / CLUSTER</b>	<b>3.6.</b>	<b>Develop presentation skills to convey complex ideas:</b>
EXPECTATION / STANDARD		Extemporaneous speech
EXPECTATION / STANDARD		Formal register
EXPECTATION / STANDARD		Persuasive techniques
<b>STANDARD / AREA OF LEARNING</b>		<b>Speech &amp; Debate</b>
<b>OBJECTIVE / STRAND</b>	<b>3</b>	<b>Performance and Evaluation. Students will demonstrate fundamental speaking and debating skills and evaluate best practices.</b>
INDICATOR / CLUSTER	3.7.	Analyze the reduction of communication barriers.
INDICATOR / CLUSTER	3.8.	Demonstrate mutual respect in interpersonal communication.
<b>STANDARD / AREA OF LEARNING</b>		<b>Speech &amp; Debate</b>

<b>OBJECTIVE / STRAND</b>	<b>3</b>	<b>Performance and Evaluation. Students will demonstrate fundamental speaking and debating skills and evaluate best practices.</b>
<b>INDICATOR / CLUSTER</b>	<b>3.9.</b>	<b>Demonstrate appropriate critical, empathetic, appreciative, and reflective listening skills in formal and informal situations:</b>

EXPECTATION / STANDARD		Active listening behaviors
EXPECTATION / STANDARD		False assumptions
EXPECTATION / STANDARD		Loaded terms
EXPECTATION / STANDARD		Note-taking
EXPECTATION / STANDARD		Sarcasm

**STANDARD / AREA OF LEARNING**

**Creative Writing & Lit Mag**

<b>OBJECTIVE / STRAND</b>	<b>5</b>	<b>Literary Magazine/Publication. Students will develop editorial and publishing skills to produce a literary magazine or publication (in schools where such a publication exists).</b>
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INDICATOR / CLUSTER	5.3.	Create products to solicit submissions as well as promote the publication such as posters, flyers, social media posts, videos and/or announcements.
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**STANDARD / AREA OF LEARNING**

**Professional & Technical Communication**

<b>OBJECTIVE / STRAND</b>	<b>2</b>	<b>Oral Communication. Students will engage in a variety of professional and technical oral communications.</b>
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INDICATOR / CLUSTER	2.1.	Develop professional and technical oral communication techniques using language, syntax, and organization that are appropriate to the audience, purpose, and context.
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INDICATOR / CLUSTER	2.2.	Utilize appropriate delivery techniques (i.e., posture, gesture, eye contact, vocal expressiveness) to make presentations understandable.
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INDICATOR / CLUSTER	2.3.	Participate in clarifying discussions about the format and content of professional and technical communications produced by self, peers, teams, and outside sources.
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