

Main Criteria: Introduction to Public Speaking

Secondary Criteria: Washington State K-12 Learning Standards and Guidelines

Subject: Language Arts

Grade: 12

Introduction to Public Speaking

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

Washington State K-12 Learning Standards and Guidelines

Language Arts

Grade 12 - Adopted: 2011

DOMAIN **WA.RL.11-12.** **Reading Standards for Literature**

BIG IDEA / CORE CONTENT

Key Ideas and Details

CORE
CONTENT /
CONTENT
STANDARD

RL.11-
12.1.

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

CORE
CONTENT /
CONTENT
STANDARD

RL.11-
12.2.

Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

DOMAIN **WA.RL.11-12.** **Reading Standards for Literature**

BIG IDEA / CORE CONTENT

Range of Reading and Level of Text Complexity

CORE
CONTENT /
CONTENT
STANDARD

RL.11-
12.10.

By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently.

DOMAIN **WA.RI.11-12.** **Reading Standards for Informational Text**

BIG IDEA / CORE CONTENT

Key Ideas and Details

CORE
CONTENT /
CONTENT
STANDARD

RI.11-
12.1.

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

CORE
CONTENT /
CONTENT
STANDARD

RI.11-
12.2.

Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

DOMAIN **WA.RI.11-12.** **Reading Standards for Informational Text**

BIG IDEA / CORE CONTENT		Craft and Structure
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CORE CONTENT / CONTENT STANDARD	RI.11-12.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
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DOMAIN **WA.SL.11-12.** **Speaking and Listening Standards**

BIG IDEA / CORE CONTENT		Comprehension and Collaboration
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CORE CONTENT / CONTENT STANDARD	SL.11-12.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.11-12.1(a)	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.11-12.1(b)	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.11-12.1(c)	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.11-12.1(d)	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
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DOMAIN **WA.SL.11-12.** **Speaking and Listening Standards**

BIG IDEA / CORE CONTENT		Comprehension and Collaboration
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CORE CONTENT / CONTENT STANDARD	SL.11-12.3.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
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DOMAIN **WA.SL.11-12.** **Speaking and Listening Standards**

BIG IDEA / CORE CONTENT		Presentation of Knowledge and Ideas
CORE CONTENT / CONTENT STANDARD	SL.11-12.4.	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range or formal and informal tasks.
CORE CONTENT / CONTENT STANDARD	SL.11-12.6.	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

DOMAIN **WA.L.11-12.** **Language Standards**

BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
CORE CONTENT / CONTENT STANDARD	L.11-12.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.11-12.4(a)	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.11-12.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

DOMAIN **WA.L.11-12.** **Language Standards**

BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
CORE CONTENT / CONTENT STANDARD	L.11-12.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

Washington State K-12 Learning Standards and Guidelines

Language Arts

Grade 12 - Adopted: 2011

DOMAIN **WA.RL.11-12.** **Reading Standards for Literature**

BIG IDEA / CORE CONTENT		Key Ideas and Details
CORE CONTENT / CONTENT STANDARD	RL.11-12.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
CORE CONTENT / CONTENT STANDARD	RL.11-12.2.	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
DOMAIN	WA.RL.11-12.	Reading Standards for Literature
BIG IDEA / CORE CONTENT		Range of Reading and Level of Text Complexity
CORE CONTENT / CONTENT STANDARD	RL.11-12.10.	By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently.
DOMAIN	WA.SL.11-12.	Speaking and Listening Standards
BIG IDEA / CORE CONTENT		Comprehension and Collaboration
CORE CONTENT / CONTENT STANDARD	SL.11-12.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.11-12.1(a)	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.11-12.1(b)	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.11-12.1(c)	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.11-12.1(d)	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

DOMAIN **WA.SL.11-12. Speaking and Listening Standards**

BIG IDEA / CORE CONTENT		Comprehension and Collaboration
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CORE CONTENT / CONTENT STANDARD	SL.11-12.3.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
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DOMAIN **WA.SL.11-12. Speaking and Listening Standards**

BIG IDEA / CORE CONTENT		Presentation of Knowledge and Ideas
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CORE CONTENT / CONTENT STANDARD	SL.11-12.4.	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range or formal and informal tasks.
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DOMAIN **WA.L.11-12. Language Standards**

BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
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CORE CONTENT / CONTENT STANDARD	L.11-12.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	L.11-12.4(a)	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	L.11-12.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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DOMAIN **WA.L.11-12. Language Standards**

BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
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CORE CONTENT / CONTENT STANDARD	L.11-12.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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Week 03: The Body of a Speech, p. 29-42

Language Arts

Grade 12 - Adopted: 2011

DOMAIN **WA.RL.11-12.** **Reading Standards for Literature**

BIG IDEA / CORE CONTENT		Key Ideas and Details
CORE CONTENT / CONTENT STANDARD	RL.11-12.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
CORE CONTENT / CONTENT STANDARD	RL.11-12.2.	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

DOMAIN **WA.RL.11-12.** **Reading Standards for Literature**

BIG IDEA / CORE CONTENT		Range of Reading and Level of Text Complexity
CORE CONTENT / CONTENT STANDARD	RL.11-12.10.	By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently.

DOMAIN **WA.W.11-12.** **Writing Standards**

BIG IDEA / CORE CONTENT		Text Types and Purposes
CORE CONTENT / CONTENT STANDARD	W.11-12.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.11-12.2(a)	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.11-12.2(b)	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.11-12.2(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 and concepts.

CONTENT STANDARD / PERFORMANCE EXPECTATION	W.11- 12.2(d)	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.11- 12.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
DOMAIN	WA.W.11- 12.	Writing Standards
BIG IDEA / CORE CONTENT		Production and Distribution of Writing
CORE CONTENT / CONTENT STANDARD	W.11- 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
CORE CONTENT / CONTENT STANDARD	W.11- 12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
DOMAIN	WA.W.11- 12.	Writing Standards
BIG IDEA / CORE CONTENT		Range of Writing
CORE CONTENT / CONTENT STANDARD	W.11- 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
DOMAIN	WA.SL.11 -12.	Speaking and Listening Standards
BIG IDEA / CORE CONTENT		Comprehension and Collaboration
CORE CONTENT / CONTENT STANDARD	SL.11- 12.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.11- 12.1(a)	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.11- 12.1(b)	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.11- 12.1(c)	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.11- 12.1(d)	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
DOMAIN	WA.SL.11- 12.	Speaking and Listening Standards
BIG IDEA / CORE CONTENT		Comprehension and Collaboration
CORE CONTENT / CONTENT STANDARD	SL.11- 12.3.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
DOMAIN	WA.SL.11- 12.	Speaking and Listening Standards
BIG IDEA / CORE CONTENT		Presentation of Knowledge and Ideas
CORE CONTENT / CONTENT STANDARD	SL.11- 12.4.	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
DOMAIN	WA.L.11- 12.	Language Standards
BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
CORE CONTENT / CONTENT STANDARD	L.11- 12.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.11- 12.4(a)	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

CONTENT STANDARD / PERFORMANC E EXPECTATION	L.11- 12.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
DOMAIN	WA.L.11- 12.	Language Standards
BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use

CORE CONTENT / CONTENT STANDARD	L.11- 12.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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Week 04: The Introduction and Conclusion of a Speech, p. 43-50

Washington State K-12 Learning Standards and Guidelines

Language Arts

Grade 12 - Adopted: 2011

DOMAIN	WA.RL.11 -12.	Reading Standards for Literature
BIG IDEA / CORE CONTENT		Range of Reading and Level of Text Complexity

CORE CONTENT / CONTENT STANDARD	RL.11- 12.10.	By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently.
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DOMAIN	WA.W.11- 12.	Writing Standards
BIG IDEA / CORE CONTENT		Text Types and Purposes
CORE CONTENT / CONTENT STANDARD	W.11- 12.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

CONTENT STANDARD / PERFORMANC E EXPECTATION	W.11- 12.2(a)	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
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CONTENT STANDARD / PERFORMANC E EXPECTATION	W.11- 12.2(b)	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	W.11- 12.2(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 and concepts.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.11- 12.2(d)	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.11- 12.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

DOMAIN **WA.W.11-12. Writing Standards**

BIG IDEA / CORE CONTENT		Production and Distribution of Writing
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CORE CONTENT / CONTENT STANDARD	W.11- 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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CORE CONTENT / CONTENT STANDARD	W.11- 12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
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DOMAIN **WA.W.11-12. Writing Standards**

BIG IDEA / CORE CONTENT		Range of Writing
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CORE CONTENT / CONTENT STANDARD	W.11- 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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DOMAIN **WA.SL.11-12. Speaking and Listening Standards**

BIG IDEA / CORE CONTENT		Comprehension and Collaboration
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CORE CONTENT / CONTENT STANDARD	SL.11- 12.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.11- 12.1(a)	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.11- 12.1(b)	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.11- 12.1(c)	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.11- 12.1(d)	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

DOMAIN **WA.SL.11-12. Speaking and Listening Standards**

BIG IDEA / CORE CONTENT		Comprehension and Collaboration
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CORE CONTENT / CONTENT STANDARD	SL.11- 12.3.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
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DOMAIN **WA.SL.11-12. Speaking and Listening Standards**

BIG IDEA / CORE CONTENT		Presentation of Knowledge and Ideas
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CORE CONTENT / CONTENT STANDARD	SL.11- 12.4.	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range or formal and informal tasks.
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DOMAIN **WA.L.11-12. Language Standards**

BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
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CORE CONTENT / CONTENT STANDARD	L.11- 12.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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Washington State K-12 Learning Standards and Guidelines

Language Arts

Grade 12 - Adopted: 2011

DOMAIN WA.RL.11-12. Reading Standards for Literature

BIG IDEA / CORE CONTENT		Key Ideas and Details
CORE CONTENT / CONTENT STANDARD	RL.11-12.2.	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
CORE CONTENT / CONTENT STANDARD	RL.11-12.3.	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

DOMAIN WA.W.11-12. Writing Standards

BIG IDEA / CORE CONTENT		Text Types and Purposes
CORE CONTENT / CONTENT STANDARD	W.11-12.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.11-12.2(a)	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.11-12.2(b)	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.11-12.2(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 and concepts.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.11-12.2(d)	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

CONTENT STANDARD / PERFORMANCE EXPECTATION	W.11- 12.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
DOMAIN	WA.W.11- 12.	Writing Standards
BIG IDEA / CORE CONTENT		Production and Distribution of Writing
CORE CONTENT / CONTENT STANDARD	W.11- 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
CORE CONTENT / CONTENT STANDARD	W.11- 12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
DOMAIN	WA.W.11- 12.	Writing Standards
BIG IDEA / CORE CONTENT		Research to Build and Present Knowledge
CORE CONTENT / CONTENT STANDARD	W.11- 12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
DOMAIN	WA.W.11- 12.	Writing Standards
BIG IDEA / CORE CONTENT		Range of Writing
CORE CONTENT / CONTENT STANDARD	W.11- 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
DOMAIN	WA.SL.11 -12.	Speaking and Listening Standards
BIG IDEA / CORE CONTENT		Comprehension and Collaboration
CORE CONTENT / CONTENT STANDARD	SL.11- 12.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CONTENT STANDARD / PERFORMANC E EXPECTATION	SL.11- 12.1(a)	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
CONTENT STANDARD / PERFORMANC E EXPECTATION	SL.11- 12.1(b)	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
CONTENT STANDARD / PERFORMANC E EXPECTATION	SL.11- 12.1(c)	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
CONTENT STANDARD / PERFORMANC E EXPECTATION	SL.11- 12.1(d)	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
DOMAIN	WA.SL.11-12.	Speaking and Listening Standards
BIG IDEA / CORE CONTENT		Comprehension and Collaboration
CORE CONTENT / CONTENT STANDARD	SL.11- 12.3.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
DOMAIN	WA.SL.11-12.	Speaking and Listening Standards
BIG IDEA / CORE CONTENT		Presentation of Knowledge and Ideas
CORE CONTENT / CONTENT STANDARD	SL.11- 12.4.	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range or formal and informal tasks.
CORE CONTENT / CONTENT STANDARD	SL.11- 12.6.	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
DOMAIN	WA.L.11-12.	Language Standards
BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use

CORE CONTENT / CONTENT STANDARD	L.11- 12.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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Week 06: Two Primary Speech Goals, p. 63-66

Washington State K-12 Learning Standards and Guidelines

Language Arts

Grade 12 - Adopted: 2011

DOMAIN WA.W.11-12. Writing Standards

BIG IDEA / CORE CONTENT		Production and Distribution of Writing
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CORE CONTENT / CONTENT STANDARD	W.11- 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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DOMAIN WA.SL.11-12. Speaking and Listening Standards

BIG IDEA / CORE CONTENT		Comprehension and Collaboration
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CORE CONTENT / CONTENT STANDARD	SL.11- 12.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
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CONTENT STANDARD / PERFORMANC E EXPECTATION	SL.11- 12.1(a)	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
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CONTENT STANDARD / PERFORMANC E EXPECTATION	SL.11- 12.1(b)	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
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CONTENT STANDARD / PERFORMANC E EXPECTATION	SL.11- 12.1(c)	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
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CONTENT STANDARD / PERFORMANC E EXPECTATION	SL.11- 12.1(d)	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
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DOMAIN **WA.SL.11-12. Speaking and Listening Standards**

BIG IDEA / CORE CONTENT		Comprehension and Collaboration
CORE CONTENT / CONTENT STANDARD	SL.11-12.3.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

Week 07: Expository Speech, p. 67-78

Washington State K-12 Learning Standards and Guidelines

Language Arts

Grade **12** - Adopted: **2011**

DOMAIN **WA.RI.11-12. Reading Standards for Informational Text**

BIG IDEA / CORE CONTENT		Integration of Knowledge and Ideas
CORE CONTENT / CONTENT STANDARD	RI.11-12.7.	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

DOMAIN **WA.W.11-12. Writing Standards**

BIG IDEA / CORE CONTENT		Text Types and Purposes
CORE CONTENT / CONTENT STANDARD	W.11-12.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.11-12.2(a)	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.11-12.2(b)	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.11-12.2(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 and concepts.

CONTENT STANDARD / PERFORMANCE EXPECTATION	W.11- 12.2(d)	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.11- 12.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
DOMAIN	WA.W.11- 12.	Writing Standards
BIG IDEA / CORE CONTENT		Production and Distribution of Writing
CORE CONTENT / CONTENT STANDARD	W.11- 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
CORE CONTENT / CONTENT STANDARD	W.11- 12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
DOMAIN	WA.W.11- 12.	Writing Standards
BIG IDEA / CORE CONTENT		Research to Build and Present Knowledge
CORE CONTENT / CONTENT STANDARD	W.11- 12.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
CORE CONTENT / CONTENT STANDARD	W.11- 12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
DOMAIN	WA.W.11- 12.	Writing Standards
BIG IDEA / CORE CONTENT		Range of Writing
CORE CONTENT / CONTENT STANDARD	W.11- 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
DOMAIN	WA.SL.11- -12.	Speaking and Listening Standards

BIG IDEA / CORE CONTENT		Comprehension and Collaboration
CORE CONTENT / CONTENT STANDARD	SL.11-12.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.11-12.1(a)	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.11-12.1(b)	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.11-12.1(c)	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.11-12.1(d)	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
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DOMAIN **WA.SL.11-12.** **Speaking and Listening Standards**

BIG IDEA / CORE CONTENT		Comprehension and Collaboration
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CORE CONTENT / CONTENT STANDARD	SL.11-12.3.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
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DOMAIN **WA.SL.11-12.** **Speaking and Listening Standards**

BIG IDEA / CORE CONTENT		Presentation of Knowledge and Ideas
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CORE CONTENT / CONTENT STANDARD	SL.11-12.4.	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range or formal and informal tasks.
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CORE CONTENT / CONTENT STANDARD	SL.11-12.6.	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
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DOMAIN **WA.L.11-12.** **Language Standards**

BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
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CORE CONTENT / CONTENT STANDARD	L.11-12.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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Week 08: Three Modes of Persuasion, p. 79-82

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Grade 12 - Adopted: 2011

DOMAIN **WA.W.11-12.** **Writing Standards**

BIG IDEA / CORE CONTENT		Production and Distribution of Writing
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CORE CONTENT / CONTENT STANDARD	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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DOMAIN **WA.W.11-12.** **Writing Standards**

BIG IDEA / CORE CONTENT		Research to Build and Present Knowledge
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CORE CONTENT / CONTENT STANDARD	W.11-12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
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DOMAIN **WA.SL.11-12.** **Speaking and Listening Standards**

BIG IDEA / CORE CONTENT		Comprehension and Collaboration
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CORE CONTENT / CONTENT STANDARD	SL.11-12.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.11-12.1(a)	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.11- 12.1(b)	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.11- 12.1(c)	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.11- 12.1(d)	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

DOMAIN **WA.SL.11-12. Speaking and Listening Standards**

BIG IDEA / CORE CONTENT		Comprehension and Collaboration
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CORE CONTENT / CONTENT STANDARD	SL.11- 12.3.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
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DOMAIN **WA.SL.11-12. Speaking and Listening Standards**

BIG IDEA / CORE CONTENT		Presentation of Knowledge and Ideas
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CORE CONTENT / CONTENT STANDARD	SL.11- 12.4.	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
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Week 09: Persuasive Speech, p. 83-94

Washington State K-12 Learning Standards and Guidelines

Language Arts

Grade **12** - Adopted: **2011**

DOMAIN **WA.RI.11-12. Reading Standards for Informational Text**

BIG IDEA / CORE CONTENT		Integration of Knowledge and Ideas
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CORE CONTENT / CONTENT STANDARD	RI.11- 12.7.	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
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DOMAIN **WA.W.11-12.** **Writing Standards**

BIG IDEA / CORE CONTENT		Text Types and Purposes
CORE CONTENT / CONTENT STANDARD	W.11-12.1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.11-12.1(a)	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.11-12.1(b)	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.11-12.1(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 claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.11-12.1(e)	Provide a concluding statement or section that follows from and supports the argument presented.

DOMAIN **WA.W.11-12.** **Writing Standards**

BIG IDEA / CORE CONTENT		Production and Distribution of Writing
CORE CONTENT / CONTENT STANDARD		
CORE CONTENT / CONTENT STANDARD	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
CORE CONTENT / CONTENT STANDARD	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

DOMAIN **WA.W.11-12.** **Writing Standards**

BIG IDEA / CORE CONTENT		Research to Build and Present Knowledge
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CORE CONTENT / CONTENT STANDARD	W.11- 12.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
CORE CONTENT / CONTENT STANDARD	W.11- 12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
DOMAIN	WA.W.11- 12.	Writing Standards
BIG IDEA / CORE CONTENT		Range of Writing
CORE CONTENT / CONTENT STANDARD	W.11- 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
DOMAIN	WA.SL.11 -12.	Speaking and Listening Standards
BIG IDEA / CORE CONTENT		Comprehension and Collaboration
CORE CONTENT / CONTENT STANDARD	SL.11- 12.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / PERFORMANC E EXPECTATION	SL.11- 12.1(a)	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
CONTENT STANDARD / PERFORMANC E EXPECTATION	SL.11- 12.1(b)	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
CONTENT STANDARD / PERFORMANC E EXPECTATION	SL.11- 12.1(c)	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
CONTENT STANDARD / PERFORMANC E EXPECTATION	SL.11- 12.1(d)	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
DOMAIN	WA.SL.11 -12.	Speaking and Listening Standards

BIG IDEA / CORE CONTENT		Comprehension and Collaboration
CORE CONTENT / CONTENT STANDARD	SL.11-12.3.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

DOMAIN **WA.SL.11-12.** **Speaking and Listening Standards**

BIG IDEA / CORE CONTENT		Presentation of Knowledge and Ideas
CORE CONTENT / CONTENT STANDARD	SL.11-12.4.	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range or formal and informal tasks.

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

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DOMAIN **WA.SL.11-12.** **Speaking and Listening Standards**

BIG IDEA / CORE CONTENT		Comprehension and Collaboration
CORE CONTENT / CONTENT STANDARD	SL.11-12.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.11-12.1(a)	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.11-12.1(b)	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.11-12.1(c)	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.11- 12.1(d)	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
DOMAIN	WA.SL.11-12.	Speaking and Listening Standards
BIG IDEA / CORE CONTENT		Comprehension and Collaboration
CORE CONTENT / CONTENT STANDARD	SL.11- 12.3.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
DOMAIN	WA.SL.11-12.	Speaking and Listening Standards
BIG IDEA / CORE CONTENT		Presentation of Knowledge and Ideas
CORE CONTENT / CONTENT STANDARD	SL.11- 12.4.	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

Week 11: Impromptu Speech, p. 99-110

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Grade 12 - Adopted: 2011

DOMAIN	WA.RI.11-12.	Reading Standards for Informational Text
BIG IDEA / CORE CONTENT		Craft and Structure
CORE CONTENT / CONTENT STANDARD	RI.11- 12.6.	Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.
DOMAIN	WA.W.11-12.	Writing Standards
BIG IDEA / CORE CONTENT		Production and Distribution of Writing
CORE CONTENT / CONTENT STANDARD	W.11- 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

CORE CONTENT / CONTENT STANDARD	W.11- 12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
DOMAIN	WA.W.11- 12.	Writing Standards
BIG IDEA / CORE CONTENT		Research to Build and Present Knowledge
CORE CONTENT / CONTENT STANDARD	W.11- 12.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
CORE CONTENT / CONTENT STANDARD	W.11- 12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
DOMAIN	WA.W.11- 12.	Writing Standards
BIG IDEA / CORE CONTENT		Range of Writing
CORE CONTENT / CONTENT STANDARD	W.11- 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
DOMAIN	WA.SL.11 -12.	Speaking and Listening Standards
BIG IDEA / CORE CONTENT		Comprehension and Collaboration
CORE CONTENT / CONTENT STANDARD	SL.11- 12.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / PERFORMANC E EXPECTATION	SL.11- 12.1(a)	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
CONTENT STANDARD / PERFORMANC E EXPECTATION	SL.11- 12.1(b)	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.11- 12.1(c)	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.11- 12.1(d)	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
DOMAIN	WA.SL.11-12.	Speaking and Listening Standards
BIG IDEA / CORE CONTENT		Comprehension and Collaboration
CORE CONTENT / CONTENT STANDARD	SL.11- 12.3.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
DOMAIN	WA.SL.11-12.	Speaking and Listening Standards
BIG IDEA / CORE CONTENT		Presentation of Knowledge and Ideas
CORE CONTENT / CONTENT STANDARD	SL.11- 12.4.	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range or formal and informal tasks.
CORE CONTENT / CONTENT STANDARD	SL.11- 12.6.	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
DOMAIN	WA.L.11-12.	Language Standards
BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
CORE CONTENT / CONTENT STANDARD	L.11- 12.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

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DOMAIN **WA.W.11-12.** **Writing Standards**

BIG IDEA / CORE CONTENT		Research to Build and Present Knowledge
CORE CONTENT / CONTENT STANDARD	W.11-12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

DOMAIN **WA.W.11-12.** **Writing Standards**

BIG IDEA / CORE CONTENT		Range of Writing
CORE CONTENT / CONTENT STANDARD	W.11-12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

DOMAIN **WA.SL.11-12.** **Speaking and Listening Standards**

BIG IDEA / CORE CONTENT		Comprehension and Collaboration
CORE CONTENT / CONTENT STANDARD	SL.11-12.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.11-12.1(a)	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.11-12.1(b)	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.11-12.1(c)	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.11-12.1(d)	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
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DOMAIN **WA.SL.11-12.** **Speaking and Listening Standards**

BIG IDEA / CORE CONTENT		Comprehension and Collaboration
CORE CONTENT / CONTENT STANDARD	SL.11- 12.3.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

DOMAIN **WA.SL.11-12. Speaking and Listening Standards**

BIG IDEA / CORE CONTENT		Presentation of Knowledge and Ideas
CORE CONTENT / CONTENT STANDARD	SL.11- 12.4.	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
CORE CONTENT / CONTENT STANDARD	SL.11- 12.6.	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.