

WARREN COUNTY SCHOOL DISTRICT

PLANNED INSTRUCTION

COURSE DESCRIPTION

Course Title: Speech

Course Number: 00040

Course Prerequisites: None

Course Description: Speech is designed to prepare students to speak comfortably in public. Students will use research skills and deliver oral presentations.

Suggested Grade Level: Grades 9-12

Length of Course: One Semester

Units of Credit: .5

PDE Certification and Staffing Policies and Guidelines (CSPG) Required Teacher Certifications:

CSPG 42

To find the CSPG information, go to [CSPG](#)

Certification verified by the WCSD Human Resources Department: ☒ Yes ☐ No

WCSD STUDENT DATA SYSTEM INFORMATION

Course Level: Academic

Mark Types: Check all that apply.

☒ F – Final Average ☒ MP – Marking Period ☒ EXM – Final Exam

GPA Type: ☐ GPAEL-GPA Elementary ☐ GPAML-GPA for Middle Level ☒ NHS-National Honor Society

☒ UGPA-Non-Weighted Grade Point Average ☒ GPA-Weighted Grade Point Average

State Course Code: 01151

To find the State Course Code, go to [State Course Code](#), download the Excel file for SCED, click on SCED 6.0 tab, and chose the correct code that corresponds with the course.

Curriculum Document

WCSD Board Approval:

Date Finalized: 6/5/2020

Date Approved: 6/29/2020

Implementation Year: 2020-2021

SPECIAL EDUCATION, 504, and GIFTED REQUIREMENTS

The teacher shall make appropriate modifications to instruction and assessment based on a student's Individual Education Plan (IEP), Chapter 15 Section 504 Plan (504), and/or Gifted Individual Education Plan (GIEP).

WARREN COUNTY SCHOOL DISTRICT**PLANNED INSTRUCTION****SCOPE AND SEQUENCE OF CONTENT, CONCEPTS, AND SKILLS**

Performance Indicator	PA Core Standard and/or Eligible Content	Month Taught and Assessed for Mastery
Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.	CC1.5.11-12A	September Choose an item.
Evaluate how the speaker's perspective, reasoning, and use of evidence and rhetoric affect the credibility of an argument through the author's stance, premises, links among ideas, word choice, points of emphasis, and tone.	CC1.5.11-12B	September Choose an item.
Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitative, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.	CC1.5.11-12C	October Choose an item.
Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task.	CC1.5.11-12D	October Choose an item.
Adapt speech to a variety of contexts and tasks.	CC1.5.11-12E	Choose an item. November
Make strategic use of digital media in presentations to add interests and enhance understanding of findings, reasoning, and evidence.	CC1.5.11-12F	Choose an item. November
Demonstrate command of the conventions of standard English when speaking based on Grades 11-12 level and content.	CC1.5.11-12G	December Choose an item.
Acquire and use accurately general academic and domain-specific words and phrases, sufficient for speaking and listening at the college and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to expression.	CC.1.2.11-12J	December Choose an item.
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.	CC1.4.11-12 V	January Choose an item.
Gather relevant information from multiple authoritative print and digital sources; integrate information into speeches selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.	CC1.4.11-12W	January Choose an item.

ASSESSMENTS

PSSA Academic Standards, Assessment Anchors, and Eligible Content: The teacher must be knowledgeable of the PDE Academic Standards, Assessment Anchors, and Eligible Content and incorporate them regularly into planned instruction.

Formative Assessments: The teacher will utilize a variety of assessment methods to conduct in-process evaluations of student learning.

Effective formative assessments for this course include: Pre-Assessments of prior knowledge (e.g. entrance cards or KWL chart) • Bell ringers/Problems of the Day(PODs) • Discussions • Teacher observation/Questioning • Graphic organizers (e.g. Venn diagrams, word mapping, webbing, KWL chart, etc.) • Summarizing • Retelling • Notetaking • Oral presentations • Outlining • Journaling • Student presentations/projects • Open-ended response

Summative Assessments: The teacher will utilize a variety of assessment methods to evaluate student learning at the end of an instructional task, lesson, and/or unit.

Effective summative assessments for this course include: Evaluative activities (papers, oral presentations, and projects) selected from those identified in the course outline will serve as summative assessments.