

High School Speech Curriculum

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
Introduction to Competitive Speech	Overview of Events	Selecting an Event and Piece	Preparing a Piece	Tournament Performance
1 Week	6 Weeks	2 Weeks	6 Weeks	3 Weeks
Topic 1: Competitive Speech	Topic 1: Interp and Acting Events	Topic 1: Purpose	Topic 1: Rough Timing a Piece	Topic 1: Before the Tournament
Topic 2: MSHSAA	Topic 2: Interp Book Events		Topic 2: Cutting a Piece	Topic 2: Rounds/Advancing
Topic 3: NSDA	Topic 3: Speech Events	Topic 2: Message	Topic 3: Rehearsing a Piece	Topic 3: Judges and Feedback
Course Description Course ID: 60001 A Credit: .5 Grade Level: 9-12 Prerequisite: None Course Description: This course offers a structured and supportive environment for students to develop into effective and influential speakers. Students will work to craft and deliver speeches and performances across a spectrum of genres, including Interp (Dramatic, Humorous, Duo), Duet, Informative and Original Oratory, Extemporaneous Speaking, Poetry, Prose, Radio Speaking, and Storytelling. Through a combination of				

theoretical insights, practical exercises, and constructive feedback, students will emerge with the confidence and skills necessary to captivate audiences and succeed as impactful communicators.

Unit 1: Introduction to Competitive Speech

In this unit, students will be introduced to the world of competitive speech.

Unit Assessment

- Oral Quiz

Topic 1: Competitive Speech

(1/3 Week)

Vocabulary

Ballot, Breaking, Category, Code, Divisions, Double Entered, Draw, Finals, Grids, Hospitality, Judge, NSDA Points, Posting, Prelims, Rank, Rating, Rounds, Schedule, Schematics, Semi-Finals, Tab Room, Tournament Dress

Topic Assessments

[Participation Rubric](#)


Priority Standards

Speech

ELA 9-10.SL.1.A: Collaborating Conversations: Work with peers to set rules for collegial discussions and decision-making, clear goals, and deadlines, and individual roles as needed.

TH:Cr2A.1a: Explore the function of history and culture in the development of a dramatic concept through a critical analysis of original ideas in a drama/theatre work.

TH:P8A.1a: Analyze and compare artistic choices developed from personal experiences in multiple drama/theatre works.

Learning Intention	We are learning the components of competitive speech and how they affect our daily lives, as well as, how they affect our competition pursuits.	Resources: NSDA Public Speaking Introduction  NSDALearn_SpeechandDebateGlossary...
Success Criteria	I can... <ul style="list-style-type: none">● Identify methods to construct a non-biased speech thesis● Identify methods to be used to support a thesis through writing● Identify methods to be used to deliver a speech in a non-biased manner● Use a variety of organizational types to express their ideas to their audience to be a more effective speaker● Give clear and concise multi-step oral directions to perform complex procedures and/or tasks	
Supporting Standard:	ELA 9-10.RL.1/RI.1: Approach texts as a reader by comprehending and interpreting grade appropriate texts. TH:Cr3A.1b: Explore physical, vocal and physiological choices to develop a performance that is believable, authentic, and relevant to a drama/theatre work. TH:Pr5A.1a: Practice various acting techniques to expand skills in a rehearsal or drama/theatre performance.	

Topic 2: MSHSAA

(1/3 Week)

Speech

Vocabulary

Ballot, Breaking, Category, Code, Divisions, Double Entered, Draw, Finals, Grids, Hospitality, Judge, NSDA Points, Posting, Prelims, Rank, Rating, Rounds, Schedule, Schematics, Semi-Finals, Tab Room, Tournament Dress

Topic Assessments

[Participation Rubric](#)

Priority Standards

ELA 9-10.SL.1.A: Collaborating Conversations: Work with peers to set rules for collegial discussions and decision-making, clear goals, and deadlines, and individual roles as needed.

TH:Cr2A.1a: Explore the function of history and culture in the development of a dramatic concept through a critical analysis of original ideas in a drama/theatre work.

TH:P8A.1a: Analyze and compare artistic choices developed from personal experiences in multiple drama/theatre works.

Learning Intention

We are learning to understand the basic parameters of MSHSAA Speech and Debate events and their similarities and differences to NSDA events.

Resources:

[MSHSAA Speech and Debate Handbook](#)

Success Criteria

I can...

- Learn and identify rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed
- Promote the value of participation, sportsmanship, team play
- Promote personal excellence to develop citizens who make positive contributions to their community
- Support the democratic principles of our state and nation
- Be prepared to provide a better understanding of the administration of MSHSAA-sponsored events

Supporting Standard:

ELA 9-10.RL.1/RI.1: Approach texts as a reader by comprehending and interpreting grade appropriate texts.
TH:Cr3A.1b: Explore physical, vocal and physiological choices to develop a performance that is believable, authentic, and relevant to a drama/theatre work.
TH:Pr5A.1a: Practice various acting techniques to expand skills in a rehearsal or drama/theatre performance.

Topic 3: NSDA

(1/3 Week)

Vocabulary

Ballot, Breaking, Category, Code, Divisions, Double Entered, Draw, Finals, Grids, Hospitality, Judge, NSDA Points, Posting, Prelims, Rank, Rating, Rounds, Schedule, Schematics, Semi-Finals, Tab Room, Tournament Dress

Topic Assessments

[Participation Rubric](#)

Priority Standard

ELA 9-10.SL.1A: Collaborating Conversations: Work with peers to set rules for collegial discussions and decision-making, clear goals, and deadlines, and individual roles as needed.

TH:Cr2A.1a: Explore the function of history and culture in the development of a dramatic concept through a critical analysis of original ideas in a drama/theatre work.

TH:P8A.1a: Analyze and compare artistic choices developed from personal experiences in multiple drama/theatre works.

Learning Intention

We are learning to define the parameters of the National Speech and Debate Association events and their similarities and differences to MSHSAA events.

Resources:

[NSDA Handbook](#)

Success Criteria

I can...

- Learn and identify rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed
- Connect and support a diverse community committed to empowering students through competitive speech and debate

Speech

	<ul style="list-style-type: none"> Provide the educational resources, competitive opportunities, and expertise necessary to foster their communication, collaboration, critical thinking, and creative skills 	
Supporting Standard:	<p>ELA 9-10.RL.1/RI.1: Approach texts as a reader by comprehending and interpreting grade appropriate texts.</p> <p>TH:Cr3A.lb: Explore physical, vocal and physiological choices to develop a performance that is believable, authentic, and relevant to a drama/theatre work.</p> <p>TH:Pr5A.la: Practice various acting techniques to expand skills in a rehearsal or drama/theatre performance.</p>	

Unit 2: Overview of Events

This unit will explore the various events in competitive speech.

Unit Assessment

[Event Analysis Assignment](#)

Topic 1: Interp and Acting Events

(2 Weeks)

Vocabulary

Childrens' Storytelling, Dramatic Interpretation, Duet Acting, Duo Interpretation, Extemporaneous, Feedback, Forensics, Humorous Interpretation, Individual Events, Informative Speaking, Interp, Off Stage Focus, Original Oratory, Pantomime, Poetry Reading, Program Oral Interpretation, Prose Reading, Radio Speaking, Script, Style, Teaser

Topic Assessments [NSDA Interp Unit](#), Lesson 9 Assessment

Priority Standard

ELA 9-10.SL.2.A: Presenting Verbal Delivery: Speak audibly, and to the point, using conventions of language as appropriate to task, purpose and audience when presenting including appropriate volume, clear articulation and accurate pronunciation at an understandable pace, avoiding verbal filler that might be distracting to listeners.

ELA 9-10.SL.2.B: Presenting Nonverbal: Make consistent eye contact with a range of listeners when speaking using effective gestures to communicate a clear viewpoint and engage listeners and avoid body language or mannerisms that might be distracting to the audience.

TH:Pr4A.1a: Examine how character relationships assist in telling the story of a drama/theatre work

TH:Pr4A.1b: Shape character choices using given circumstances in a drama/theatre work.

Learning Intention

We are learning the basic components of the competitive Interp and Acting Events to prepare them for speech tournaments.

Resources:

[NSDA Interp Unit](#)

Success Criteria

I can...

- Discuss methods for speaking audibly and to the point, using conventions of language as appropriate to the task, purpose, and audience when presenting including appropriate volume, clear articulation, and accurate pronunciation at an understandable pace.

For Dramatic Interp (DI), Humorous Interp (HI), Duo Interp (DUO) and Duet Acting (DUET), I can...

- Determine a theme or central idea of a text, analyze its development over the course of the text, and use this information to cut a piece
- Analyze how complex characters develop over the course of a piece, interact with other characters, and advance the plot or

Speech

	develop the theme <ul style="list-style-type: none"> • Bring a character to life by analyzing their spoken and unspoken motivations • Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, movement, adequate volume, and clear pronunciation • Cut, block, memorize, perform, and revise a complete event 	
Supporting Standard:	ELA 9-10.RL.1/RI.2: Approach texts as a writer by analyzing craft and structure. TH:Cr2A.1a: Explore the function of history and culture in the development of a dramatic concept through a critical analysis of original ideas in a drama/theatre work.	

Topic 2: Interp Book Events

(2 Weeks)

Vocabulary

Childrens' Storytelling, Dramatic Interpretation, Duet Acting, Duo Interpretation, Extemporaneous, Feedback, Forensics, Humorous Interpretation, Individual Events, Informative Speaking, Interp, Off Stage Focus, Original Oratory, Pantomime, Poetry Reading, Program Oral Interpretation, Prose Reading, Radio Speaking, Script, Style, Teaser

Topic Assessments

[POI Collaborative Activity](#)

Priority Standard

Speech

ELA 9-10.SL.2.A: Presenting Verbal Delivery: Speak audibly, and to the point, using conventions of language as appropriate to task, purpose and audience when presenting including appropriate volume, clear articulation and accurate pronunciation at an understandable pace, avoiding verbal filler that might be distracting to listeners.

ELA 9-10.SL.2.B: Presenting Nonverbal: Make consistent eye contact with a range of listeners when speaking using effective gestures to communicate a clear viewpoint and engage listeners and avoid body language or mannerisms that might be distracting to the audience.

Learning Intention	We are learning the components of the competitive Book Events to prepare them for speech tournaments.	Resources: Combined Events Manual Poetry Starter Kit Prose Starter Kit Storytelling Starter Kit POI Start Here
Success Criteria	<p>For Poetry (POE), Prose (PRO), Children’s Storytelling (STY), Radio Speaking (RS), and Program Oral Interp (POI), I can...</p> <ul style="list-style-type: none">● Determine a theme or central idea of a text, analyze its development over the course of the text, and use this information to cut a piece● Analyze how complex characters develop over the course of a piece, interact with other characters, and advance the plot or develop the theme● Bring a character to life by analyzing their spoken and unspoken motivations● Resent claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, movement, adequate volume, and clear pronunciation● Cut, block, memorize, perform, and revise a complete event	
Supporting Standard:	ELA 9-10.RL.2: Approach texts as a writer by analyzing craft and structure. TH:Cr2A.1a: Explore the function of history and culture in the development of a dramatic concept through a critical analysis of original ideas in a drama/theatre work.	

Topic 3: Speech Events

(2 Weeks)

Vocabulary

Childrens' Storytelling, Dramatic Interpretation, Duet Acting, Duo Interpretation, Extemporaneous, Feedback, Forensics, Humorous Interpretation, Individual Events, Informative Speaking, Interp, Off Stage Focus, Original Oratory, Pantomime, Poetry Reading, Program Oral Interpretation, Prose Reading, Radio Speaking, Script, Style, Teaser

Topic Assessments

[Speech Event Worksheet](#)

Priority Standard

ELA 9-10.SL.2.A: Presenting Verbal Delivery: Speak audibly, and to the point, using conventions of language as appropriate to task, purpose and audience when presenting including appropriate volume, clear articulation and accurate pronunciation at an understandable pace, avoiding verbal filler that might be distracting to listeners.

ELA 9-10.SL.2.B: Presenting Nonverbal: Make consistent eye contact with a range of listeners when speaking using effective gestures to communicate a clear viewpoint and engage listeners and avoid body language or mannerisms that might be distracting to the audience.

Learning Intention

We are learning the components of the competitive Speech Events to prepare them for speech tournaments.

Success Criteria

I can...

- Identify the basic elements of an Original Oratory (OO) and Informative Speech (INF)
- Outline the purpose of an Original Oratory and Informative Speech
- Identify the process needed to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience
- Write an Original Oratory, Informative Speech, and Extemp

Resources:

[NSDA Public Address Unit](#)


[The Art and Science of Original Oratory](#)

[Tips for Writing a Persuasive Speech](#)

[What to Expect When Competing in Original Oratory](#)

[What to Expect When Competing in](#)

Speech

	<p>Speech</p> <ul style="list-style-type: none"> • Perform an Original Oratory, Informative Speech, and Extemp Speech • Discuss how to plan and deliver appropriate presentations based on the task, audience, and purpose integrating multimedia into presentations to clarify information, strengthen claims and evidence, and add interest 	<p>Informative Speaking</p> <p>Original Oratory Ballot with Comments</p> <p>Informative Speaking Ballot with Comments</p> <p> 2022_StarterKit_Commentary_11-28.pdf</p>
Supporting Standard:	<p>ELA 9-10.RL.2: Approach texts as a writer by analyzing craft and structure.</p> <p>TH:Cr2A.1a: Explore the function of history and culture in the development of a dramatic concept through a critical analysis of original ideas in a drama/theatre work.</p>	

Unit 3: Selecting an Event and Piece

This unit will explore techniques needed to select an event and an event pieces.

Unit Assessment	Competition Piece Project
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Topic 1: Purpose

(1 Week)

Speech

Vocabulary

Appropriate To Audience, Appropriate To Purpose, Appropriate To Task, Audience, Audio Media, Character Pop, Climax, Conflict, Critique, Cutting, Delivery, Interactive Media, Line by line, Logos, Message, Motivation, Objective, Paralanguage, Pathos, Purpose, Rising Action, Verbal, Communication, Visual Media

Topic Assessments [Competition Piece Project](#), Piece Cover Sheet Part 1

Priority Standard

ELA 9-10.SL.1.B: Collaborating Viewpoints of Others: Respond thoughtfully to diverse perspectives including those presented in diverse media; summarize points of agreement and disagreement; resolve contradictions when possible; and determine what additional information or research is needed.

ELA 9-10.SL.2.C: Presenting Multimedia: Plan and deliver appropriate presentations concisely and logically based on the task, audience and purpose making strategic use of multimedia in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

TH:Cr2A.1a: Explore the function of history and culture in the development of a dramatic concept through a critical analysis of original ideas in a drama/theatre work.

Learning Intention


We are learning to review pieces of literature with the purpose of selecting a piece to use to perform and compete in a speech and debate event.

Success Criteria

I can...

- Interpret literature elements for its overall purpose
- Take the overall purpose of a piece and prep the piece for cutting with respect toward speech and debate competition
- Learn methods to analyze the cumulative impact of specific word choices and syntax on meaning and tone.
- Learn methods to analyze how complex characters develop over the course of a text to advance the plot and develop the theme in a literary text.

Resources:

 **Finding Pieces**

 **Running Practices.xlsx**

 **Combined-Competition-Events-At-A-Gla..**

Supporting Standard:

ELA 9-10.W.2: Approach the writing task as a writer.

Speech

Topic 2: Message

(1 Week)

Vocabulary

Appropriate To Audience, Appropriate To Purpose, Appropriate To Task, Audience, Audio Media, Character Pop, Climax, Conflict, Critique, Cutting, Delivery, Interactive Media, Line by line, Logos, Message, Motivation, Objective, Paralanguage, Pathos, Purpose, Rising Action, Verbal, Communication, Visual Media

Topic Assessments

[Competition Piece Project](#), Piece Cover Sheet Part 2

Priority Standard

ELA 9-10.SL.1.C: Collaborating Viewpoints of Others: Respond thoughtfully to diverse perspectives including those presented in diverse media; summarize points of agreement and disagreement; resolve contradictions when possible; and determine what additional information or research is needed.

ELA 9-10.SL.2.C: Presenting Multimedia: Plan and deliver appropriate presentations concisely and logically based on the task, audience and purpose making strategic use of multimedia in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

TH:Cr2A.1a: Explore the function of history and culture in the development of a dramatic concept through a critical analysis of original ideas in a drama/theatre work.

Learning Intention

We are learning to adapt a script's message for an audience and prep the piece for cutting with respect toward speech and debate competition.

Success Criteria

I can...

- Analyze text for its overall message
- Adapt a text's overall message for performance purpose and

Resources:

 [Running Practices.xlsx](#)

 [Combined-Competition-Events-At-A-Gla..](#)

Speech

	<p>formulate a plan to articulate that message to the audience in our performances.</p> <ul style="list-style-type: none"> • I can relate the topic of discussion to broader themes and ideas • Learn methods to determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials. • Learn methods to analyze how point of view is reflected in the characters, setting, and plot in a literary text. • Learn methods to analyze how an author uses rhetoric to advance point of view or purpose in an informational text. 	
Supporting Standard:	ELA 9-10.W.2: Approach the writing task as a writer.	

Unit 4: Preparing a Piece

This unit is designed to help students prep their chosen piece for competition.

Unit Assessment

[Competition Piece Project](#), Prepping a Google Doc

Topic 1: Rough Timing a Piece

(2 Weeks)

Vocabulary

Blocking, Character, Claim, Comprehension, Conclusion, Context, Development, Dialogue, Diction, Ethos, Impact, Improvise, Introduction, Muscle Memory, Nonverbal Communication, Organization, Pacing, Patterns, Pitch, Polishing, Pop, Projection, Rate, Rehearsing, Rough Timing, Time Signals, Timing, Tone, Transition, Volume

Topic Assessments [Competition Piece Project](#), Rough Timing A Piece

Priority Standard

ELA 9-10.SL.1.C: Collaborating Viewpoints of Others: Respond thoughtfully to diverse perspectives including those presented in diverse media; summarize points of agreement and disagreement; resolve contradictions when possible; and determine what additional information or research is needed.

TH:Cr3A.Ia: Practice and revise a devised or scripted drama/theatre work using theatrical staging conventions

TH:Pr5A.Ia: Practice various acting techniques to expand skills in a rehearsal or drama/theatre performance.

Learning Intention

We are learning to articulate how structurally a performance should be laid out (teaser, introduction, etc).

Resources:

 **Running Practices.xlsx**

Success Criteria

I can...

- Understand the various time constraints and grace period for each speech event and cut a piece according
- Rough time a piece within those time constraints
- Identify the process needed to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience

 **Combined-Competition-Events-At-A-Gla..**

Supporting Standard:

ELA 9-10.RL.1/RI.1: Approach texts as a reader by comprehending and interpreting grade appropriate texts.

TH:Cr3A.Ib: Explore physical, vocal and physiological choices to develop a performance that is believable, authentic, and relevant to a drama/theatre work.

Topic 2: Cutting a Piece

(2 Weeks)

Vocabulary

Blocking, Character, Claim, Comprehension, Conclusion, Context, Development, Dialogue, Diction, Ethos, Impact, Improvise, Introduction, Muscle Memory, Nonverbal Communication, Organization, Pacing, Patterns, Pitch, Polishing, Pop, Projection, Rate, Rehearsing, Rough Timing, Time Signals, Timing, Tone, Transition, Volume



Topic Assessments [Competition Piece Project](#), Cutting a Piece

Priority Standard

ELA 9-10.SL.1.C: Collaborating Viewpoints of Others: Respond thoughtfully to diverse perspectives including those presented in diverse media; summarize points of agreement and disagreement; resolve contradictions when possible; and determine what additional information or research is needed.

TH:Cr3A.1a: Practice and revise a devised or scripted drama/theatre work using theatrical staging conventions

TH:Pr5A.1a: Practice various acting techniques to expand skills in a rehearsal or drama/theatre performance.

Learning Intention	We are learning to synthesize a larger script into an appropriate performance piece for competition.	<div>Resources:</div> <div> Running Practices.xlsx</div> <div> Combined-Competition-Events-At-A-Gla..</div>
Success Criteria	I can... <ul style="list-style-type: none">• Cut my piece to a final length worthy of a reasonable time constraint for performance within a given category.• Cut my piece to a length long enough to culminate all required aspects of the event, but also short enough to allow time for proper performance aspect to be exhibited	
Supporting Standard:	ELA 9-10.RL.1/RI.1: Approach texts as a reader by comprehending and interpreting grade appropriate texts.	

TH:Cr3A.lb: Explore physical, vocal and physiological choices to develop a performance that is believable, authentic, and relevant to a drama/theatre work.

Topic 3: Rehearsing a Piece

(2 Weeks)

Vocabulary

Blocking, Character, Claim, Comprehension, Conclusion, Context, Development, Dialogue, Diction, Ethos, Impact, Improvise, Introduction, Muscle Memory, Nonverbal Communication, Organization, Pacing, Patterns, Pitch, Polishing, Pop, Projection, Rate, Rehearsing, Rough Timing, Time Signals, Timing, Tone, Transition, Volume

Topic Assessments [Competition Piece Project](#), Rehearing a Piece

Priority Standard

ELA 9-10.SL.1.C: Collaborating Viewpoints of Others: Respond thoughtfully to diverse perspectives including those presented in diverse media; summarize points of agreement and disagreement; resolve contradictions when possible; and determine what additional information or research is needed.

TH:Cr3A.la: Practice and revise a devised or scripted drama/theatre work using theatrical staging conventions

TH:Pr5A.la: Practice various acting techniques to expand skills in a rehearsal or drama/theatre performance.

Learning Intention

We are learning to rehearse our cut pieces until they are ready for performance and competition.

Success Criteria

I can...

- Discuss methods for making consistent eye contact with a range

Resources:

 **Running Practices.xlsx**

 **Combined-Competition-Events-At-A-Gla..**

Speech

	<p>of listeners when speaking, using effective gestures to communicate a clear viewpoint and engage listeners</p> <ul style="list-style-type: none"> • Rehearse my piece multiple times until it is either memorized or fits the parameters set for by book events • Rehearse my piece to the point I am able to perform it at a competitive level in an NSDA/MSHSAA Speech and Debate Competition 	
Supporting Standard:	<p>ELA 9-10.RL.1/RI.1: Approach texts as a reader by comprehending and interpreting grade appropriate texts. TH:Cr3A.Ib: Explore physical, vocal and physiological choices to develop a performance that is believable, authentic, and relevant to a drama/theatre work.</p>	

Unit 5: Tournament Performance

This unit will prepare a student for the working of an actual tournament.

Unit Assessment	<ul style="list-style-type: none"> • Participation Rubric
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Topic 1: Before the Tournament

(1 Week)

Vocabulary

Ballot, Breaking, Category, Code, Divisions, Double Entered, Draw, Finals, Grids, Hospitality, Judge, NSDA Points, Posting, Prelims, Rank, Rating, Rounds, Schedule, Schematics, Semi-Finals, Tab Room, Tournament Dress

Topic Assessments

Read: "[Attending Your First Speech and Debate Tournament](#)"
-Oral Discussion

Priority Standard

ELA 9-10.SL.2.A: Presenting Verbal Delivery: Speak audibly, and to the point, using conventions of language as appropriate to task, purpose and audience when presenting including appropriate volume, clear articulation and accurate pronunciation at an understandable pace, avoiding verbal filler that might be distracting to listeners.

ELA 9-10.SL.2.B: Presenting Nonverbal: Make consistent eye contact with a range of listeners when speaking using effective gestures to communicate a clear viewpoint and engage listeners and avoid body language or mannerisms that might be distracting to the audience.

ELA 9-10.SL.2.C: Presenting Multimedia: Plan and deliver appropriate presentations concisely and logically based on the task, audience and purpose making strategic use of multimedia in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

TH:P7A.1a: Respond to what is seen, felt, and heard in a drama/theatre work to develop criteria for artistic choices.

TH:P8A.1a: Analyze and compare artistic choices developed from personal experiences in multiple drama/theatre works.

Learning Intention

We are learning to prepare, going to and participating at a Speech and Debate Tournament.

Resources:

 [NSDALearn_AttendingYourFirstTournam..](#)

Success Criteria

I can...

- Discuss methods for making consistent eye contact with a range of listeners when speaking, using effective gestures to communicate a clear viewpoint and engage listeners
- Generalize the expectation expected of me as I participate and compete at a NSDA/MSHSAA Speech and Debate Tournament.
- Research and then hypothesis the methods needed to successfully navigate a Speech and Debate Tournament.

Supporting Standard:

9-10.RL.1/RI.2: Approach texts as a writer by analyzing craft and structure.

TH:Cr2A.1a: Explore the function of history and culture in the development of a dramatic concept through a critical analysis of original ideas in a drama/theatre work.

Speech

Topic 2: Rounds

(1 Week)

Vocabulary

Ballot, Breaking, Category, Code, Divisions, Double Entered, Draw, Finals, Grids, Hospitality, Judge, NSDA Points, Posting, Prelims, Rank, Rating, Rounds, Schedule, Schematics, Semi-Finals, Tab Room, Tournament Dress

Topic Assessments

Varsity Reflection of How a Tournament Works
Mock Scenarios of In-Tournament Practices

- [Participation Rubric](#)

Priority Standard

ELA 9-10.SL.2.A: Presenting Verbal Delivery: Speak audibly, and to the point, using conventions of language as appropriate to task, purpose and audience when presenting including appropriate volume, clear articulation and accurate pronunciation at an understandable pace, avoiding verbal filler that might be distracting to listeners.

ELA 9-10.SL.2.B: Presenting Nonverbal: Make consistent eye contact with a range of listeners when speaking using effective gestures to communicate a clear viewpoint and engage listeners and avoid body language or mannerisms that might be distracting to the audience.

ELA 9-10.SL.2.C: Presenting Multimedia: Plan and deliver appropriate presentations concisely and logically based on the task, audience and purpose making strategic use of multimedia in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

TH:P7A.1a: Respond to what is seen, felt, and heard in a drama/theatre work to develop criteria for artistic choices.


TH:P8A.1a: Analyze and compare artistic choices developed from personal experiences in multiple drama/theatre works.

Learning Intention

We are learning to academically and professionally perform at the highest levels in rounds at a NSDA/MSHSAA Speech and Debate Tournament, as well as, how to represent our school in upholding the standards set forth by the SJSD, our school, and our Speech and Debate Team.

Resources:

 **All About Speech and Debate Tourname...**

Success Criteria	I can... <ul style="list-style-type: none"> • Work with various school stakeholders to ensure the success of the tournament • Work with various area schools to ensure quality competition at the tournament • Work with various community stakeholders to ensure fair evaluation of competition at the tournament 	 CHS Speech and Debate Tournament Su..
Supporting Standard:	9-10.RL.1/RI.2: Approach texts as a writer by analyzing craft and structure. TH:Cr2A.1a: Explore the function of history and culture in the development of a dramatic concept through a critical analysis of original ideas in a drama/theatre work.	

Topic 3: Judges and Feedback

(1 Week)

Vocabulary

Ballot, Breaking, Category, Code, Divisions, Double Entered, Draw, Finals, Grids, Hospitality, Judge, NSDA Points, Posting, Prelims, Rank, Rating, Rounds, Schedule, Schematics, Semi-Finals, Tab Room, Tournament Dress

Topic Assessments

Judges Training Mock Test



Priority Standard

ELA 9-10.SL.2.A: Presenting Verbal Delivery: Speak audibly, and to the point, using conventions of language as appropriate to task, purpose and audience when presenting including appropriate volume, clear articulation and accurate pronunciation at an understandable pace, avoiding verbal filler that might be distracting to listeners.

ELA 9-10.SL.2.B: Presenting Nonverbal: Make consistent eye contact with a range of listeners when speaking using effective gestures to communicate a clear viewpoint and engage listeners and avoid body language or mannerisms that might be distracting to the audience.

TH:P7A.1a: Respond to what is seen, felt, and heard in a drama/theatre work to develop criteria for artistic choices.

TH:P8A.1a: Analyze and compare artistic choices developed from personal experiences in multiple drama/theatre works.

Learning Intention	We are learning the role of judging and their effect on improving performances.	Resources:
Success Criteria	<p>I can...</p> <ul style="list-style-type: none"> • Understand the role of the judge and the use of their feedback to drive evaluation of our performances • Collaborate with our teachers and coaches to use feedback to improve my piece • Compare and contrast my place and rank among my own team, own school district, MSHSAA District, and NSDA District • Continue to work with various school stakeholders to ensure the success of the tournament • Continue to work with various area schools to ensure quality competition at the tournament • Continue to work with various community stakeholders to ensure fair evaluation of competition at the tournament 	<p> 2022-2023 Speech Judge Training.mp4</p> <p> Public-Speaking-Training-Guide.pdf</p>
Supporting Standard:	<p>9-10.RL.1/RI.2: Approach texts as a writer by analyzing craft and structure.</p> <p>TH:Cr2A.1a: Explore the function of history and culture in the development of a dramatic concept through a critical analysis of original ideas in a drama/theatre work.</p>	