

10th Grade Curriculum Mapping
 Speech and Reading
 Heather Andera

| Unit: Intro to Speech | August | |
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| Standards Taught | | |
| Differentiation/Assessment: | Classroom Management and Environment: | What will the students be doing? |
| <i>Students who needed the extra help received guided notes, extra individual practice, and shortened tests.</i> | <i>The classroom is set up in a “meeting” like setting. There are four table groups so students can collaborate. Overall the environment is structured and has rules and procedures in place.</i> | <i>To practice the various skills students completed:</i> <ul style="list-style-type: none"> • Do Now/Bell Ringer Exercises/Journals • Assignments which corresponded with the lesson. • Assessments |
| Prior Knowledge Needed | Vocabulary | Assessments |
| <i>What speech is How we use speech</i> | <i>Interpersonal Communication Verbal and nonverbal communication The communication process Communication Barriers Tone</i> | <i>Journals Picture Assessments Communication barriers worksheet Analyzing videos with tone Quiz</i> |
| Reflection: This unit is a great introduction to how we communicate. We talk about technology communication as well, so it is relatable. | Essential Questions: <ul style="list-style-type: none"> • <i>What is speech?</i> • <i>How does speech work?</i> • <i>How do we verbally and nonverbally communicate with each other?</i> | |
| Relevance | Students are aware of how they communicate and what they communicate when they are presenting a speech. | |

| Unit: Interviewing | <i>September</i> | |
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| Standards Taught | | |
| <ul style="list-style-type: none"> ● 9-10.W.4 Produce clear and coherent writing in which the development, organization, style, and tone are appropriate to task, purpose, and audience. ● 9-10.W.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically ● 9-10.SL.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task ● 9-10.W.5 Use a writing process to develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, addressing what is most significant for a specific purpose and audience. Use guidance and support from peers and adults as needed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.) ● 9-10.SL.6 Adapt speech to a variety of contexts, audiences, and tasks, using self-reflection and feedback from others, demonstrating a command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 for specific expectations.) | | |
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| Prior Knowledge Needed | Vocabulary | Assessments |
| <i>What speech is How we use speech What interpersonal communication is</i> | <i>Resume</i> <i>Cover Letter</i> <i>Tone</i> <i>Interpersonal Communication</i> <i>Body Language</i> | <i>Journals</i> <i>Picture Assessments</i> <i>Peer Interview Presentations</i> <i>Teacher Interview Presentations</i> <i>Basic Job Questions</i> <i>Analyzing Interviews</i> <i>Creating Resumes</i> |

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| | | <i>Creating Cover Letters</i> |
| Reflection: This unit is a great way to get students up and talking in front of the class in a low risk way. Students also have a resume that can be used and updated. | Essential Questions: <ul style="list-style-type: none"> • <i>What is professional communication?</i> • <i>What is the purpose of a resume?</i> • <i>How does your speech convey your personality?</i> | |
| Relevance | Students get a real world skill and are interviewed so they have practice for the future. | |

| Unit: Demonstrative Speeches | <i>October</i> |
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| Standards Taught | |
| <ul style="list-style-type: none"> ● 9-10.W.5 Use a writing process to develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, addressing what is most significant for a specific purpose and audience. Use guidance and support from peers and adults as needed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.) ● 9-10.W.4 Produce clear and coherent writing in which the development, organization, style, and tone are appropriate to task, purpose, and audience. ● 9-10.W.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. ● 9-10.W.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. ● 9-10.SL.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task ● 9-10.SL.6 Adapt speech to a variety of contexts, audiences, and tasks, using self-reflection and feedback from others, demonstrating a command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 for specific expectations.) ● 9-10.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking ● 9-10.L.2 Demonstrate command of the conventions of standard English grammar; consult references as needed. ● 9-10.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies. | |

- 9-10.RI.1 Cite strong, relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- 9-10.RI.2 Determine a central idea of a text and analyze its development over the course of the text, including how it is introduced, built, and refined by specific details; provide an objective summary of the text to support analysis.
- 9-10.RI.7 Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

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| Prior Knowledge Needed | Vocabulary | Assessments |
| <i>What speech is How we use speech What interpersonal communication is How to do a specific task</i> | <i>Central Idea Attention Grabber Thesis Conjunctive Adverbs Transitions</i> | <i>Journals Planning Process Speech Writing Visual Aide Analyzing Demonstrative Speeches</i> |
| Reflection: This unit put the student in the teacher position by asking them to teach a lesson to their fellow classmates. This is an effective way to get students in front of the class and more comfortable with speech. | Essential Questions: <ul style="list-style-type: none"> • How do you engage an audience? • How do you effectively position yourself so everything can be seen? • How can you ensure people know how to complete a task? | |

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| Relevance | Students get to show something they are passionate about. Students also get to learn how to teach others how to do something. |
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| Unit: Expository Speeches | <i>November</i> | |
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| Standards Taught | | |
| <ul style="list-style-type: none"> ● 9-10.W.5 Use a writing process to develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, addressing what is most significant for a specific purpose and audience. Use guidance and support from peers and adults as needed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.) ● 9-10.W.4 Produce clear and coherent writing in which the development, organization, style, and tone are appropriate to task, purpose, and audience. ● 9-10.SL.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task ● 9-10.SL.6 Adapt speech to a variety of contexts, audiences, and tasks, using self-reflection and feedback from others, demonstrating a command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 for specific expectations.) ● 9-10.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking ● 9-10.L.2 Demonstrate command of the conventions of standard English grammar; consult references as needed. ● 9-10.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies. ● 9-10.RI.1 Cite strong, relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. ● 9-10.RI.2 Determine a central idea of a text and analyze its development over the course of the text, including how it is introduced, built, and refined by specific details; provide an objective summary of the text to support analysis. ● 9-10.RI.7 Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account. | | |
| Differentiation/Assessment: | Classroom Management and Environment: | What will the students be doing? |
| <i>Students who needed the extra help received guided notes, extra individual practice, and shortened tests.</i> | <i>The classroom is set up in a “meeting” like setting. There are four table groups so students can collaborate. Overall the environment is structured and has rules and procedures in place.</i> | <p><i>To practice the various skills students completed:</i></p> <ul style="list-style-type: none"> ● Do Now/Bell Ringer Exercises/Journals ● Assignments which corresponded with the lesson. ● Assessments |
| Prior Knowledge Needed | Vocabulary | Assessments |

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| <i>What speech is</i> <i>How we use speech</i> <i>What interpersonal communication is</i> <i>How to do a specific task</i> <i>How to engage an audience</i> | <i>Central Idea</i> <i>Attention Grabber</i> <i>Thesis</i> <i>Conjunctive Adverbs</i> <i>Transitions</i> <i>Sentence Types</i> <i>Sentence Structure</i> <i>Citation</i> <i>Work Cited</i> <i>Paraphrasing</i> <i>Highlighting and Annotating</i> <i>Compare and contrast</i> <i>Cause and Effect</i> <i>Problem-Solution</i> | <i>Journals</i> <i>Researching</i> <i>Planning Guides</i> <i>Writing Speeches</i> <i>Creating Visual Aides</i> <i>3 Expository Speeches</i> <i>Conveying Ideas</i> |
| Reflection: This unit helps students become more familiar with the research process. It also allows students to share information which I felt went well. | Essential Questions: <ul style="list-style-type: none"> • <i>How do you engage an audience?</i> • <i>How do you convey an idea in an engaging way?</i> | |
| Relevance | This unit helps students become more familiar with the research process. It also allows students to share information which I felt went well. | |

| Unit: Persuasive Speeches | <i>November-December</i> |
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| Standards Taught | |
| <ul style="list-style-type: none"> • 9-10.W.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. • 9-10.W.5 Use a writing process to develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, addressing what is most significant for a specific purpose and audience. Use guidance and support from peers and adults as needed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.) • 9-10.W.4 Produce clear and coherent writing in which the development, organization, style, and tone are appropriate to task, purpose, and audience. • 9-10.W.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. | |

- 9-10.SL.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task
- 9-10.SL.6 Adapt speech to a variety of contexts, audiences, and tasks, using self-reflection and feedback from others, demonstrating a command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 for specific expectations.)
- 9-10.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking
- 9-10.L.2 Demonstrate command of the conventions of standard English grammar; consult references as needed.
- 9-10.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
- 9-10.RI.1 Cite strong, relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- 9-10.RI.2 Determine a central idea of a text and analyze its development over the course of the text, including how it is introduced, built, and refined by specific details; provide an objective summary of the text to support analysis.
- 9-10.RI.7 Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

| Differentiation/Assessment: | Classroom Management and Environment: | What will the students be doing? |
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| <i>Students who needed the extra help received guided notes, extra individual practice, and shortened tests.</i> | <i>The classroom is set up in a “meeting” like setting. There are four table groups so students can collaborate. Overall the environment is structured and has rules and procedures in place.</i> | <i>To practice the various skills students completed:</i> <ul style="list-style-type: none"> • <i>Do Now/Bell Ringer Exercises/Journals</i> • <i>Assignments which corresponded with the lesson.</i> • <i>Assessments</i> |
| Prior Knowledge Needed | Vocabulary | Assessments |
| <i>What speech is How we use speech What interpersonal communication is How to do a specific task How to engage an audience Research skills Outlines</i> | <i>Central Idea Attention Grabber Thesis Conjunctive Adverbs Transitions Fragments Run-Ons Citation Work Cited Paraphrasing Highlighting and Annotating Persuasion</i> | <i>Journals Researching Planning Guides Writing Speeches Creating Visual Aides Persuasive Speech</i> |

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| | <i>Tact Positive Communication</i> | <i>Conveying Ideas</i> |
| Reflection: This unit was very effective with this class who tend to be very opinionated. With this unit, students were graded on the conversation so this was important for them. | Essential Questions: <ul style="list-style-type: none"> • How do you engage an audience? • How do you tactfully talk about an opinion? • How do you use research to back up your thoughts? | |
| Relevance | This unit helped students convey their thoughts and opinions without being rude. It also helped them organize information in a way that makes sense and used the library.sd.gov resource we have available to us. | |

| Unit: To Kill A Mockingbird | January-March | | | |
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| Standards Taught | | | | |
| <ul style="list-style-type: none"> • 9-10.RL.1 Cite strong, relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. • 9-10.RL.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including how it is introduced, built, and refined by specific details; provide an objective summary of the text to support thematic analysis. • 9-10.RL.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme • 9-10.RL.5 Analyze how an author's choices concerning how to structure a text, order events within it, and manipulate time create such effects as mystery, tension, or surprise. • 9-10.RL.9 Analyze a variety of related literary texts and evaluate how an author draws on, alludes to, or transforms source material to provide a deeper and more thorough interpretation of the text • 9-10.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies. • 9-10.W.3 Write narratives or other creative texts to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences | | | | |
| Differentiation/Assessment: | Classroom Management and Environment: | What will the students be doing? | | |
| <i>Students who needed the extra help received guided</i> | <i>The classroom is set up in a "meeting" like setting. There are four table groups so</i> | <i>To practice the various skills students completed:</i> | | |

| <i>notes, extra individual practice, and shortened tests.</i> | <i>students can collaborate. Overall the environment is structured and has rules and procedures in place.</i> | <ul style="list-style-type: none"> • <i>Do Now/Bell Ringer Exercises/Journals</i> • <i>Assignments which corresponded with the lesson.</i> • <i>Assessments</i> |
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| Prior Knowledge Needed | Vocabulary | Assessments |
| <i>How to read.</i> <i>Basic reading skills.</i> <i>Plot</i> <i>Questioning</i> | <i>Plot</i> <i>Characterization</i> <i>Mood</i> <i>Tone</i> <i>Reading Strategies</i> <i>Book Vocabulary</i> <i>Central Idea</i> <i>Figures of Speech</i> <i>Structure</i> <i>Style</i> <i>Epilogue</i> | <i>Journals</i> <i>Reading Questions</i> <i>Assessments</i> <i>Writing an Epilogue</i> |
| Reflection: This unit went well even though it took longer than normal to do because of the size of the class and the various levels. | Essential Questions: <ul style="list-style-type: none"> • <i>How does an author's structure change the way we read?</i> • <i>How can characters push a story forward?</i> • <i>How does the setting impact what is right and wrong?</i> | |
| Relevance | This unit was good for teaching several different literary devices as well as connecting the text to a variety of world things as well as other texts. | |

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| Unit: Poetry | <i>March-May</i> |
| Standards Taught | |
| <ul style="list-style-type: none"> • 9-10.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. • 9-10.W.3 Write narratives or other creative texts to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. • 9-10.RL.1 Cite strong, relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. • 9-10.RL.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including how it is introduced, built, and refined by specific details; provide an objective summary of the text to support thematic analysis | |

- 9-10.RL.5 Analyze how an author's choices concerning how to structure a text, order events within it, and manipulate time create such effects as mystery, tension, or surprise.
- 9-10.RL.6 Analyze how point of view and/or author purpose shapes the content and style of culturally diverse texts, including those from outside the United States.

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| Prior Knowledge Needed | Vocabulary | Assessments |
| <i>How to read.</i> | <i>Plot</i> | <i>Reading Questions</i> |
| <i>Basic reading skills.</i> | <i>Structure</i> | <i>Poetry Analysis</i> |
| <i>Structure</i> | <i>Various Poetry Types</i> | <i>Writing Poetry</i> |
| <i>Figures of Speech</i> | <i>Figures of Speech</i> <i>Sound Devices</i> <i>Repetition</i> <i>Rhyme</i> | |
| Reflection: This unit went well for being distance learning. Students were challenged to write creatively. | Essential Questions: <ul style="list-style-type: none"> • How does the structure of a poem impact the meaning? • How do figures of speech impact a poem? • How does rhyme and structure impact the rhythm of a poem? | |
| Relevance | This unit helped with the creative aspect of writing and literature. It also worked well with talking about author purpose more. | |