



Memorandum

To: Board of Trustees

From: Katie Graupman, Curriculum Director

Regarding: Follow-Up to Curriculum Questions

Date: February 27, 2020

Following Recent Board Meetings, there were three curriculum-related questions that needed to be addressed. They are:

1. What does our current speech and debate curriculum look like?
2. Which courses count as humanities credit?
3. Where is personal finance currently embedded in curriculum?

1. Current speech and debate curriculum:

The following is the current speech curriculum. At present, we do not have written curriculum for debate. This will need to be placed on our curriculum cycle to be written.

Course Title:	Speech	Course Number:	1510
Department / Grade Level:	Fine and Performing Arts Grades 11-12	Date:	November 21, 2016

COURSE DESCRIPTION:

This performance-based course is designed to develop communication skills through the application of the communication model. Interpersonal skills, communication in the workplace, listening skills, critical thinking, time management, research skills, speech organization and presentation will be the focus. The controlled and supportive classroom environment is an ideal setting for students to practice and perfect those communication skills of effective speaking and critical listening valued in all professions, the community and personal relations. This course relies on a discipline of reading, writing, research and performance at the junior/senior grade levels and is tailored to help prepare students for their Senior Project presentations. Students must present and complete a minimum of three speeches in front of a live audience including the instructor.

PHILOSOPHY STATEMENT:

Art education is essential to the education of each individual as a complex and unique human being and as a singular but connected part of a larger whole.

Through the arts, students will experience, practice and recognize the visual process as a way of knowing the world and understanding their own individual learning process. Art offers students the opportunity for self-expression, to communicate in a visual, universal language and to make connections across cultures, across time and across disciplines. Art encourages the principle of lifelong learning by developing creative pathways and attitudes of experimentation. It allows for ongoing personal reflection and assessment through the act of discovery within the creative process.

Art education provides experiences in problem solving, decision-making, risk-taking, critical, intuitive and divergent thinking. The process of creating art encourages and demands diverse outcomes and provides the world with creative, innovative thinking in all fields

of study. Coeur d'Alene School District values uniqueness of the individual and believe that students should develop their own vision while learning about and accepting individual differences and the way that people perceive, respond and comprehend their own world.

SCOPE AND SEQUENCE:

1. Introductory Activities
2. Audience Membership
 - a. Ethical Communication Practices
 - b. Listening and Hearing Skills
3. Basic Communication Theory
4. Speech Preparation
 - a. Different Types of Speeches
 - b. Preparing Visual Aids
 - c. Outline preparation
5. Informative Speech
6. Sequential Speech (Demonstrations)
7. Impromptu Speech
8. Persuasive Speech

UNIT 1: INTRODUCTORY ACTIVITIES

Estimated Time Frame:	Approximately 1 Week			
Enduring Understandings:	People can develop a sense of community through communication and shared experiences while increasing their self-confidence.			
Idaho Content Standard	Essential Questions	Key Terms	Resources Needed	Assessment (Tie to Enduring Understandings)
SL.9-12.1 SL.9-12.2 9	Why is good communication important?	Communication Apprehension Strategies For Building Self-Confidence Metacommunication	Possible ideas: icebreakers	Formative

UNIT 2: AUDIENCE MEMBERSHIP

Estimated Time Frame:	Approximately 1 Week			
Enduring Understandings:	Students will understand the differences between listening and hearing; how to give and receive positive feedback and constructive criticism; and how to be a polite and productive member of an audience.			
Idaho Content Standard	Essential Questions	Key Terms	Resources Needed	Assessment (Tie to Enduring Understandings)
SL.9-12.1 SL.9-12.2 L.9-12.6	What makes a good audience member? What is the difference between listening and hearing?	Listening Hearing Feedback Audience Audience Analysis Demographics Self-Evaluation Peer-Evaluation	Speech Text Chapter 3 Audience Contract	Formative

UNIT 3: BASIC COMMUNICATION THEORY

Estimated Time Frame:	Approximately 2 Weeks			
Enduring Understandings:	Students will understand the elements of basic communication theory.			
Idaho Content Standard	Essential Questions	Key Terms	Resources Needed	Assessment (Tie to Enduring Understandings)
SL.9-12.1 SL.9-12.2 L.9-12.6	Why is an understanding of communication theory important in all aspects of your life?	Communication Defined Communication Model Frame of Reference (perception) Sender Message Receiver Feedback Channel Encoding Decoding Context Internal Interference External Interference Verbal Communication Nonverbal Communication Paralanguage Kinesics	Speech Text Chapter 1	Formative

UNIT 4: SPEECH PREPARATION AND DELIVERY

Estimated Time Frame:	Approximately 2 Weeks			
Enduring Understandings:	Students will understand how to prepare and deliver speeches for a variety of real world situations.			
Idaho Content Standard	Essential Questions	Key Terms	Resources Needed	Assessment (Tie to Enduring Understandings)
SL.9-12.1 SL.9-12.2 SL.9-12.3 SL.9-12.6 R.9-12.1 W.9-12.4 L.9-12.6	How does one prepare and organize an effective speech?	Speech Writing: Topic Selection Attention Getter Introduction Body Conclusion Organization Thesis Supporting Details Research/Citations Transitions Visual Aids Speech Delivery:	Speech Text Chapter 21 Speech Text Chapter 22	Formative

		Emotion Positivity Inflection Tone Voice Melody Posture Projection Memorization		
--	--	--	--	--

UNIT 5: INFORMATIVE SPEECHES

Estimated Time Frame:	Approximately 3 Weeks			
Enduring Understandings:	Students will understand how to prepare and deliver an effective informative speech.			
Idaho Content Standard	Essential Questions	Key Terms	Resources Needed	Assessment (Tie to Enduring Understandings)
SL.9-12.1 SL.9-12.2 SL.9-12.3 SL.9-12.4 SL.9-12.5 SL.9-12.6 R.9-12.1 W.9-12.4 L.9-12.6	How does one prepare for and deliver an effective informative speech?	Speech Writing: Topic Selection Attention Getter Introduction Body Conclusion Organization Thesis Supporting Details Research/Citations Transitions Visual Aids Speech Delivery: Emotion Positivity Inflection Pausing Tone Voice Melody Posture Projection Memorization	Speech Text Chapter 22 Computers with word processing and slideshow programs	Formative Summative

UNIT 6: SEQUENTIAL SPEECHES (DEMONSTRATIONS)

Estimated Time Frame:	Approximately 3 Weeks			
Enduring Understandings:	Students will understand how to prepare and deliver an effective demonstration speech.			
Idaho Content Standard	Essential Questions	Key Terms	Resources Needed	Assessment (Tie to Enduring Understandings)

SL.9-12.1 SL.9-12.2 SL.9-12.3 SL.9-12.4 SL.9-12.5 SL.9-12.6 W.9-12.4 L.9-12.6	How does one prepare for and deliver an effective demonstration speech?	Speech Writing Speech Delivery Directions Clear Concise Chronological Order Supplies needed Environment Audience's Ability	Speech Text Chapter 22 Computers with word processing programs	Formative Summative
--	---	---	---	------------------------

UNIT 7: IMPROMPTU SPEECHES

Estimated Time Frame:	Approximately 1 Week			
Enduring Understandings:	Students will understand how to prepare and deliver an effective impromptu speeches.			
Idaho Content Standard	Essential Questions	Key Terms	Resources Needed	Assessment (Tie to Enduring Understandings)
SL.9-12.1 SL.9-12.2 SL.9-12.6 L.9-12.6	How does one prepare for and deliver an effective impromptu speech?	Thinking on the Fly Mental Organization Filler Words Familiarity Eye Contact Inflection Projection Posture Impromptu Speaking	Speech Text Chapter 22	Formative Summative

UNIT 8: THE ART OF PERSUASION

Estimated Time Frame:	Approximately 4 Weeks			
Enduring Understandings:	Students will understand how to prepare and deliver an effective persuasive speech.			
Idaho Content Standard	Essential Questions	Key Terms	Resources Needed	Assessment (Tie to Enduring Understandings)
SL.9-12.1 SL.9-12.2 SL.9-12.3 SL.9-12.4 SL.9-12.5 SL.9-12.6 R.9-12.1 W.9-12.4 L.9-12.6	How does one prepare for and deliver an effective persuasive speech?	Speech Writing Speech Delivery Ethos Pathos Logos Rhetoric "Monroe's Motivated Sequence" Claim Evidence Reasoning Logical Fallacies Oral Citation Credibility	Speech Text Chapter 25 Computers with word processing and slideshow programs	Formative Summative

--	--	--	--	--

JOB SKILLS/INTERVIEWING (OPTIONAL UNIT)

Estimated Time Frame:	Approximately 2 Weeks			
Enduring Understandings:	Students will understand how to present themselves professionally before, during and after an interview.			
<u>Idaho Content Standard</u>	Essential Questions	Key Terms	Resources Needed	Assessment (Tie to Enduring Understandings)
SL.9-12.1 SL.9-12.2 SL.9-12.3 SL.9-12.4 SL.9-12.5 SL.9-12.6 R.9-12.1 W.9-12.4 L.9-12.6	How does one prepare for and participate in a professional interview?	Interviewing Applications Rèsumé writing Cover letter writing	Speech Text Chapter 8 Computers with word processing and slideshow programs	Formative Summative

HUMAN RELATIONS AND GROUP DYNAMICS (OPTIONAL UNIT)

Estimated Time Frame:	Approximately 2 Weeks			
Enduring Understandings:	Students will understand the importance of group discussion and develop those communication skills that facilitate working in groups.			
<u>Idaho Content Standard</u>	Essential Questions	Key Terms	Resources Needed	Assessment (Tie to Enduring Understandings)
SL.9-12.1 SL.9-12.2 SL.9-12.3 SL.9-12.4 SL.9-12.5 SL.9-12.6 R.9-12.1 W.9-12.4 L.9-12.6	How does one serve as an effective member of a group?	Group Norm Group norms Formal group Informal group Social group Task group Panel discussion Symposium Group dynamics Group member roles Group task roles Group maintenance roles Self-centered roles Leader Democratic leader Formal leader Informal leader Autocratic leader Laissez-faire leader Group leadership	Speech Text Unit 3 Computers with word processing and slideshow programs	Formative Summative

		Transformational leader Team building Brainstorming Consensus Ownership Problem solving sequence Agenda Parliamentary procedure Compromise		
--	--	--	--	--

SPECIAL OCCASION SPEECHES(OPTIONAL UNIT)				
Estimated Time Frame:	Approximately 1 Week			
Enduring Understandings:	Students will learn how speech is used in every day life.			
Idaho Content Standard	Essential Questions	Key Terms	Resources Needed	Assessment (Tie to Enduring Understandings)
SL.9-12.1 SL.9-12.2 SL.9-12.3 SL.9-12.4 SL.9-12.5 SL.9-12.6 R.9-12.1 W.9-12.4 L.9-12.6	How does speech class relate to the real world?	Introductions Welcome Nomination Presenting an Award Receiving an Award Tribute Roasts Toast: Formal/Wedding Eulogy Dedication Anniversary Emcee Commencement Keynote Farewell	Computers with word processing and slideshow programs	Formative Summative

2. Humanities:

According to the Idaho Content Standards, “Humanities are a pathway for learners to discover and understand the human experience through a balanced and integrated combination of the arts and/or humanities with inclusion of two or more of the following content areas: architecture, philosophy, literature, world religions, visual and media arts, music, dance, theater, history and world languages.”

While some students may take advantage of dual credit to fulfill humanities requirements, the following are humanities courses offered only through Coeur d'Alene Public Schools:

Grad Requirement	Curriculum Name	Length	Credit	Offered at CHS	Offered at LCHS	Offered at Venture	College Credit Available	Restrictions/Additional Notes
Humanities	JOURNALISM	Sem.	1	No	Yes	No	No	
Humanities	YEARBOOK	Yr.	2	Yes	Yes	No	No	
Humanities	PHOTOJOURNALISM	Sem.	1	Yes	Yes	No	No	
Humanities	CREATIVE WRITING	Sem.	1	Yes	Yes	No	No	
Humanities	CLASSIC MOVIES AS LITERATURE	Sem.	1	No	Yes	No	No	
Humanities	POETRY	Sem.	1	No	Yes	Yes	No	
Humanities	POETRY 2	Sem.	1	No	Yes	No	No	
Humanities	YOUNG ADULT LIT	Sem.	1	No	Yes	Yes	No	
Humanities	COMICS AS LIT	Sem.	1	No	Yes	No	No	
Humanities	MYSTERY FICTION	Sem.	1	No	Yes	Yes	No	
Humanities	CONTEMP ISSUES	Sem.	1	No	Yes	No	No	
Humanities	SCI-FI FANTASY	Sem.	1	No	Yes	No	No	
Humanities	CULTURE & MEDIA	Sem.	1	Yes	Yes	No	No	
Humanities	HISTORY OF SPORTS & ENTERTAINMENT	Sem.	1	Yes	Yes	No	No	
Humanities	HISTORY OF POP MUSIC	Sem.	1	Yes	Yes	No	No	
Humanities	FRENCH 1	Yr.	2	Yes	Yes	No	No	
Humanities	SPANISH 1 (Taken in Middle School)	Yr.	2	No	No	No	No	Middle school course earning HS credit.
Humanities	FRENCH 2	Yr.	2	Yes	Yes	No	No	
Humanities	HONORS FRENCH 4	Yr.	2	Yes	Yes	No	No	
Humanities	AP FRENCH LANG	Yr.	2	Yes	Yes	No	Possibly	
Humanities	GERMAN 1	Yr.	2	Yes	No	No	No	
Humanities	GERMAN 2	Yr.	2	Yes	No	No	No	
Humanities	AP GERMAN LANG	Yr.	2	Yes	No	No	Possibly	
Humanities	SPANISH 1	Yr.	2	Yes	Yes	No	No	
Humanities	SPANISH 2	Yr.	2	Yes	Yes	No	No	
Humanities	HONORS SPANISH 3	Yr.	2	Yes	Yes	No	No	
Humanities	AP SPANISH LANG	Yr.	2	Yes	Yes	No	Possibly	
Humanities	SPAN 101 (NIC)	Yr.	2	Yes	Yes	No	NIC	
Humanities	LATIN 1	Yr.	2	No	Yes	No	No	
Humanities	LATIN 2	Yr.	2	No	Yes	No	No	
Humanities	HONORS LATIN 3	Yr.	2	No	Yes	No	No	

Humanities	JAPANESE 1	Yr.	2	Yes	No	No	No	
Humanities	JAPANESE 2	Yr.	2	Yes	No	No	No	
Humanities	HONORS JAPANESE 3	Yr.	2	Yes	No	No	No	
Humanities	ART 1	Sem.	1	Yes	Yes	No	No	
Humanities	ART 2	Sem.	1	Yes	Yes	No	No	
Humanities	DRAWING 1	Sem.	1	Yes	Yes	No	No	
Humanities	DRAWING 2	Sem.	1	Yes	Yes	No	No	
Humanities	PAINTING 1	Sem.	1	Yes	Yes	No	No	
Humanities	PAINTING 2	Sem.	1	Yes	Yes	No	No	
Humanities	PAINTING 3	Sem.	1	Yes	Yes	No	No	
Humanities	GRAPHIC DESIGN	Sem.	1	Yes	No	No	No	
Humanities	COMMERCIAL ART	Sem.	1	Yes	Yes	No	No	
Humanities	AP ART HISTORY	Yr.	2	No	Yes	No	Possibly	
Humanities	HONORS ART STUDIO	Yr.	2	Yes	No	No	No	
Humanities	DESIGN/PHOTO	Sem.	1	No	Yes	No	No	
Humanities	COMM. PHOTO 3	Sem.	1	No	Yes	No	No	
Humanities	COMM. PHOTO 1	Sem.	1	No	Yes	No	No	
Humanities	POTTERY/SCULPTURE 1	Sem.	1	Yes	Yes	No	No	
Humanities	MULTICULT CRAFTS	Sem.	1	No	Yes	No	No	
Humanities	POTTERY/SCULPTURE 2	Sem.	1	Yes	Yes	No	No	
Humanities	COMM. PHOTO 2	Sem.	1	No	Yes	No	No	
Humanities	COMM. PHOTO 4	Sem.	1	No	Yes	No	No	
Humanities	COMM. PHOTO 5	Sem.	1	No	Yes	No	No	
Humanities	POTTERY 3	Sem.	1	No	Yes	No	No	
Humanities	SCULPTURE/3D DESIGN	Sem.	1	No	Yes	No	No	
Humanities	DEVELOPING CREATIVITY	Sem.	1	No	Yes	No	No	
Humanities	THEATRE 1	Sem.	1	Yes	Yes	No	No	
Humanities	THEATRE 101(UI)	Yr.	2	Yes	No	No	UI	High school portion of this year-long class offers 1-credit per semester. Students wishing to earn 3 college credits must apply in fall and will earn credit upon completion in spring.
Humanities	THEATRE 2	Sem.	1	Yes	Yes	No	No	
Humanities	PLAY PRODUCTION	Yr.	2	Yes	Yes	No	No	
Humanities	STAGECRAFT	Sem.	1	Yes	Yes	No	No	
Humanities	IMPROV THEATRE	Sem.	1	Yes	Yes	No	No	
Humanities	MUSIC APPRECIATION	Sem.	1	No	Yes	No	No	
Humanities	CHAMBER SINGERS	Yr.	2	Yes	Yes	No	No	
Humanities	MIXED CHOIR-SEM	Sem.	1	No	Yes	No	No	

Humanities	CONCERT CHOIR	Yr.	2	Yes	Yes	No	No	
Humanities	TREBLE CHORUS	Yr.	2	No	Yes	No	No	
Humanities	WOMENS SEL CHORUS	Yr.	2	No	Yes	No	No	
Humanities	VOCAL JAZZ	Sem.	1	No	Yes	No	No	
Humanities	CHAMBER ORCHESTRA	Yr.	2	Yes	No	No	No	
Humanities	CONCERT BAND	Yr.	2	No	Yes	No	No	
Humanities	SYMPHONIC BAND	Yr.	2	Yes	Yes	No	No	
Humanities	JAZZ BAND	Yr.	2	Yes	No	No	No	
Humanities	WIND ENSEMBLE	Yr.	2	Yes	No	No	No	
Humanities	STRING ENSEMBLE	Yr.	2	No	Yes	No	No	
Humanities	STRING ORCHESTRA	Yr.	2	Yes	Yes	No	No	
Humanities	JAZZ BAND 2	Yr.	2	No	Yes	No	No	
Humanities	JAZZ BAND 1	Yr.	2	No	Yes	No	No	
Humanities	AP MUSIC THEORY	Yr.	2	No	Yes	No	Possibly	
Humanities	RHYTHM & PERC	Sem.	1	No	Yes	No	No	
Humanities	INTRO TO GUITAR	Sem.	1	Yes	Yes	No	No	
Humanities	MUSIC THEORY	Yr.	2	No	Yes	No	No	

3. Personal Finance:

The following courses have elements of personal finance embedded in them:

- **Senior Math** has the following Scope and Sequence:

Quarter 1 (9 Weeks) Sept-Oct	Quarter 2 (9 Weeks) Nov- ½ January	Quarter 3 (9 Weeks) Last ½ Jan-March	Quarter 4 (9 Weeks) April-June
<ul style="list-style-type: none"> • Unit 1: Checking • Unit 2: Saving • Unit 3: Types of Credit 	<ul style="list-style-type: none"> • Unit 4: Managing Credit • Unit 5: Paying for College • Unit 6: Budgeting 	<ul style="list-style-type: none"> • Unit 7: Investing • Unit 8: Financial Pitfalls • Unit 9: Careers 	<ul style="list-style-type: none"> • Unit 10: Taxes • Unit 11: Insurance • Unit 12: Bonus Lessons

- **Economics**, quarter 2 addresses personal finance with these topics:
Personal Finance
 - Labor, Employment , and Wages (Chapter 9)
 - Money, Banking, and the Federal Reserve System (Chapter 10)
 - Stocks and Bonds (Chapter 16)
 - Personal Finance Handbook
- **Adult Living, Unit 3:**

Demonstrate Management of Financial Resources to Meet the Goals of Individuals and Families
Across the Lifespan

- 3.01 Demonstrate components of a financial planning process that reflect the distinction between needs, wants, values, goals, and economic resources
 - 3.02 Analyze factors in developing a long-term financial management plan
 - 3.03 Analyze practices that allow individual and families to maintain economic self-sufficiency
 - 3.04 Analyze factors that influence establishing and maintaining a good credit rating and the effect of credit ratings
 - 3.05 Explore need for various types of insurance
-
- Career and personal Development, Unit 7, Examine the relationship between work and family:
 - 7.01 Analyze the impact of family on career goals
 - 7.02 Explore management of family resources
 - 7.03 Analyze methods of family management
 - 7.04 Analyze expected income to reach lifelong goals