



Forensics II

Arkansas English Language Arts Standards

2016

Course Title: Forensics II
Course/Unit Credit: 1
Course Number: 414030
Teacher Licensure: Please refer to the Course Code Management System (<https://adedata.arkansas.gov/ccms/>) for the most current licensure codes.
Grades: 9-12
Prerequisite: Forensics I

Forensics II

Forensics I is a prerequisite for Forensics II. Students entering Forensics II, III, or IV must have successfully completed the preceding year of study. Forensics I is a foundational course and cannot be combined with other courses. Forensics II-IV may be taught within the same class period; however, the student learning expectations for each level are different and must be addressed.

Forensics II is a two-semester course which will provide students with an opportunity to demonstrate communication and performance skills at an intermediate level. Students will cultivate effective vocal delivery, emphasizing articulation, projection, and inflection. They will cultivate appropriate movement and gesture to accentuate meaning. These communication and performance skills, which will serve students well throughout their lives, are embedded throughout the course. Students will acquire skills necessary to make aesthetic choices in the selection, preparation, and presentation of literature from a wide variety of genres. Students will practice all genres of public speaking. Students will engage in oral advocacy to promote community partnerships, enhance community engagement, and cultivate a positive school culture. Forensics II does not require Arkansas Department of Education approval.

Strand	Content Standard
Oral Interpretation	
	1. Students will demonstrate intermediate competency through a variety of literary performances.
Performance Literature	
	2. Students will demonstrate competency in a variety of genres.
Public Speaking	
	3. Students will synthesize information to create a variety of speaking genres.
Intermediate Communication Skills	
	4. Students will demonstrate communication skills at an intermediate level.
Oral Advocacy	
	5. Students will participate at the intermediate level in community outreach, culminating in events.

Notes:

1. Each level continues to address earlier Student Learning Expectations (SLEs) as needed.
2. Student Learning Expectations (SLEs) may be taught in any sequence.
3. Italicized words in this document appear in the glossary.
4. All items in a bulleted list are required to be taught.
5. The examples given (e.g.,) are suggestions to guide the instructor.

How the Anchor Standards are Labeled

R

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CCR

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The letter in the first position of the anchor standard numbering system represents the strand:

- Reading (R)
- Writing (W)
- Speaking and Listening (SL)
- Language (L)

The symbol in the second position of the anchor standard numbering system represents college and career readiness.

The number in the third position of the anchor standard numbering system represents the standard.

How the SLEs are Labeled

D . **10** . **DIII** . **2**

Letters in the first position represent the Strand name (e.g., Delivery).

Numbers in the second position represent the Standard number (e.g., Standard 10).

Symbols in the third position represent the Course name and level (e.g., Debate III).

Numbers in the fourth position represent the SLE number (e.g., SLE 2).

Strand: Oral Interpretation

Content Standard 1: Students will demonstrate intermediate competency through a variety of literary performances.

		AR ELA Alignment
OI.1.FII.1	Select and analyze varied genres of literature to find appropriate stories (e.g., adventure, biographical story, children’s stories, fairy tale, fantasy, historical accounts, modern short story, mythology)	R.CCR.1, R.CCR.2, R.CCR.3, R.CCR.4, R.CCR.5, R.CCR.6, R.CCR.7, R.CCR.8, R.CCR.9, R.CCR.10
OI.1.FII.2	Demonstrate how vocal variety alters characterization	SL.CCR.6
OI.1.FII.3	Identify the important elements of a story or poem.	R.CCR.1, R.CCR.2, R.CCR.3, R.CCR.5
OI.1.FII.4	Analyze the role of movement and gesture in performing oral readings	
OI.1.FII.5	Determine appropriate movement for performances: <ul style="list-style-type: none"> • heightened movement • movement to delineate character, time, place and/or mood • simplified movement • 	
OI.1.FII.6	Practice the use of paralanguage in performances to match emotion: <ul style="list-style-type: none"> • dramatic pause • inflection • oral punctuation • pitch variation • stress • tempo • volume 	SL.CCR.6, L.CCR.1, L.CCR.3
OI.1.FII.7	Investigate criteria for determining correct pronunciation and inflection (e.g., acceptance, education, limitations, locale, regional similarity)	W.CCR.7, W.CCR.8
OI.1.FII.8	Coordinate oral interpretation with content and intent	SL.CCR.3, SL.CCR.4, SL.CCR.6

OI.1.FII.9	<p>Compile a portfolio for oral interpretation:</p> <ul style="list-style-type: none"> • culturally diverse literature • dramatic literature • humorous literature • poetry • prose • social issues 	R.CCR.10
OI.1.FII.10	Select literature to be performed based on teacher-selected criteria	R.CCR.10
OI.1.FII.11	Conduct an audience analysis	SL.CCR.4, SL.CCR.6
OI.1.FII.12	Complete an analysis of characters in a selection	R.CCR.3
OI.1.FII.13	Examine the historical impact of literature selected for oral interpretation	R.CCR.3, R.CCR.6, R.CCR.10
OI.1.FII.14	Determine appropriate volume for diverse audiences or venues	SL.CCR.6
OI.1.FII.15	Experiment with various introductory methods (e.g., author biography, excerpt/exposition, humor, narrative, related anecdote, startling statement, teasers)	SL.CCR.4, SL.CCR.6
OI.1.FII.16	Perform in a group presentation (e.g., Choral Reading, Readers Theater)	SL.CCR.6
OI.1.FII.17	Participate in group evaluations	SL.CCR.1, SL.CCR.2, SL.CCR.3, L.CCR.1, L.CCR.3
OI.1.FII.18	Examine the social impact of a literary selection	R.CCR.1, R.CCR.2, R.CCR.3, R.CCR.4, R.CCR.5, R.CCR.6, R.CCR.7, R.CCR.8, R.CCR.9, R.CCR.10
OI.1.FII.19	Score a script	

Ol.1.FII.20	Compare multiple interpretations of a selection	R.CCR.6, R.CCR.9, R.CCR.10
Ol.1.FII.21	Compare first- and third-person point-of-view	R.CCR.6
Ol.1.FII.22	Contrast performances of fiction and nonfiction	R.CCR.7, R.CCR.9, SL.CCR.3
Ol.1.FII.23	Incorporate chosen feedback into future presentations or performances: <ul style="list-style-type: none"> • peer ballots and rubrics • teacher/evaluator ballots and rubrics • 	SL.CCR.4, SL.CCR.5, SL.CCR.6
Ol.1.FII.24	Accept and analyze appropriate feedback from critiques	SL.CCR.3, SL.CCR.6
Ol.1.FII.25	Identify specialized vocabulary: <ul style="list-style-type: none"> • black notebook (BNB) • body language • character voice • facial expressions • focal point • gestures • narrative voice • off state focus 	R.CCR.4, L.CCR.4, L.CCR.6

Strand: Performance Literature

Content Standard 2: Students will demonstrate competency in a variety of genres.

		AR ELA Alignment
PL.2.FII.1	Compare and analyze performance literature for specific settings	SL.CCR.3
PL.2.FII.2	Identify the theme of selected literature	R.CCR.2
PL.2.FII.3	Analyze the imagery within selected literature	R.CCR.4
PSL.2.FII.4	Prepare performance cuttings (e.g., monologue, duet, words and music, humorous interpretation, dramatic interpretation, program oral interpretation)	SL.CCR.4, SL.CCR.6
PL.2.FII.5	Cut a piece of literature down to a specified time limit	SL.CCR.6
PL.2.FII.6	Apply stage direction terminology to personal and group performances: <ul style="list-style-type: none"> • above • backstage • below • counter cross • downstage • full back • full front • offstage • onstage • profile • stage left • stage right • three-quarter • upstage • wings 	L.CCR.6
PL.2.FII.7	Block a personal performance	
PL.2.FII.8	Analyze pivotal moments in performance literature	R.CCR.5

PL.2.FII.9	<p>Develop an intermediate understanding of basic competitive events adhering to national set performance criteria provided through the National Speech and Debate Association:</p> <ul style="list-style-type: none"> • dramatic interpretation • duo interpretation • extemporaneous speaking • humorous interpretation • improvised duet acting • informative speaking • original oratory • poetry • program oral interpretation • prose • story telling • 	
PL.2.FII.10	Perform selections for audiences outside the classroom (e.g., civic organizations, classroom showcases of performance work, community events, elementary school classroom performances, parent nights, school assemblies)	SL.CCR.6
PL.2.FII.11	Research the historical context of performance literature	W.CCR.7
PL.2.FII.12	Investigate a playwright's intended meaning	R.CCR.1, R.CCR.2, R.CCR.3, R.CCR.4, R.CCR.5, R.CCR.6, R.CCR.8
PL.2.FII.13	Examine the social impact of the play or scene	R.CCR.5, W.CCR.7, W.CCR.9
PL.2.FII.14	Research culturally diverse performance literature	W.CCR.7, W.CCR.8, W.CCR.9, W.CCR.10
PL.2.FII.15	Delineate characters using various techniques (e.g., body posture, consistent mannerisms, large gestures, nonverbal facial expressions, vocal delivery)	SL.CCR.6
PL.2.FII.16	Evaluate a cutting from literature to determine its ability to stand alone as a performance piece (e.g., beginning and end, complications that build, self-contained events)	R.CCR.1, R.CCR.2, R.CCR.5
PL.2.FII.17	<p>Incorporate chosen feedback into future presentations or performances:</p> <ul style="list-style-type: none"> • peer ballots and rubrics • teacher/evaluator ballots and rubrics 	SL.CCR.6

PL.2.FII.18	Accept and analyze appropriate feedback from critiques	SL.CCR.6
PL.2.FII.19	Analyze how characters evolve throughout a performance	R.CCR.3
PL.2.FII.20	Create introductions that capture the audience (e.g., dramatic, intriguing, shocking, tantalizing, unique)	SL.CCR.6, L.CCR.1, L.CCR.3
PL.2.FII.21	Discuss motivation as it relates to dialogue	SL.CCR.1, L.CCR.1, L.CCR.3

Strand: Public Speaking

Content Standard 3: Students will synthesize information to create a variety of speaking genres.

AR ELA Alignment

PS.3.FII.1	<p>Develop a fundamental understanding of public speaking rules:</p> <ul style="list-style-type: none"> • competition events • extemporaneous speaking • informative speaking • original oratory (persuasive speaking) 	W.CCR.9
PS.3.FII.2	<p>Define and explain specialized vocabulary:</p> <ul style="list-style-type: none"> • definition by authority • definition by examples • definition by operations • inherency arguments (attitudinal, existential, gap, structural) • non sequitur • originality • <i>prima facie argument</i> • relatability • relevance • “think clearly on one’s feet” (e.g., extemporaneous speaking, varied argumentation formats) • <i>Toulmin Model</i> of argumentation 	L.CCR.6, L.CCR.1, L.CCR.3
PS.3.FII.3	Discuss public speaking as a strategic activity	SL.CCR.1, SL.CCR.6, L.CCR.1, L.CCR.3
PS.3.FII.4	Discuss the educational values of argumentation and debate	SL.CCR.1, SL.CCR.6, L.CCR.1, L.CCR.3
PS.3.FII.5	Examine how source credibility plays a role in public speaking	W.CCR.7, W.CCR.8, W.CCR.9
PS.3.FII.6	Examine criteria for speech topics (e.g., age appropriateness, creative angle, interesting to both genders, personal connection, sound documentation, speech type, uniqueness, universal appeal)	R.CCR.10
PS.3.FII.7	Measure effectiveness of speaker’s delivery	SL.CCR.3
PS.3.FII.8	Create levels of varied intensity	SL.CCR.6, L.CCR.3
PS.3.FII.9	Develop appropriate tone in delivery	SL.CCR.6, L.CCR.3

PS.3.FII.10	Assess the pace of delivery	SL.CCR.6
PS.3.FII.11	Utilize transitions as strategic connections	SL.CCR.4, L.CCR.3
PS.3.FII.12	Defend selected methods of reasoning	R.CCR.8
PS.3.FII.13	Question author biases or prejudices in informational texts	R.CCR.6, L.CCR.1, L.CCR.3
PS.3.FII.14	Identify the role of ethics in debate and/or argumentation	R.CCR.6
PS.3.FII.15	Analyze the effectiveness of presentations conducted by oneself and peers	SL.CCR.3
PS.3.FII.16	Formulate a properly worded proposition of fact, value, and policy	SL.CCR.4, SL.CCR.6, L.CCR.1, L.CCR.3
PS.3.FII.17	Explain different kinds of argumentation (e.g., argument by generalization, argument from analogy, argument from authority, argument from expertise, argument from precedent, argument from sign, causal argument, causal chain of reasoning)	R.CCR.8, W.CCR.9, SL.CCR.4, SL.CCR.5, SL.CCR.6, L.CCR.1, L.CCR.3
PS.3.FII.18	Create arguments to support a claim	W.CCR.1, SL.CCR.4, SL.CCR.5, SL.CCR.6, L.CCR.1, L.CCR.3
PS.3.FII.19	Explain the guidelines for ethics in research	SL.CCR.1, SL.CCR.4, SL.CCR.6, L.CCR.1, L.CCR.3
PS.3.FII.20	Contrast <i>empirical evidence</i> and opinion evidence	R.CCR.8, W.CCR.7, W.CCR.8, W.CCR.9, SL.CCR.3, SL.CCR.6, L.CCR.1, L.CCR.3
PS.3.FII.21	Discuss various persuasive formats	SL.CCR.1, SL.CCR.4, SL.CCR.6, L.CCR.1, L.CCR.3
PS.3.FII.22	Discuss how to detect fallacies in value arguments	SL.CCR.1, SL.CCR.3, L.CCR.1, L.CCR.3

PS.3.FII.23	Draft an affirmation position using a specific format	W.CCR.4, W.CCR.8, W.CCR.9, W.CCR.10, L.CCR.1, L.CCR.3
PS.3.FII.24	Use evidence to develop basic arguments	W.CCR.1, W.CCR.4, W.CCR.5, W.CCR.6, W.CCR.7, W.CCR.8, W.CCR.9, W.CCR.10, L.CCR.1, L.CCR.3
PS.3.FII.25	Draw conclusions that are defensible	R.CCR.1, R.CCR.2, R.CCR.3, R.CCR.4, R.CCR.5, R.CCR.8, R.CCR.9, SL.CCR.2, SL.CCR.3
PS.3.FII.26	Practice the process of inquiry in the following order: <ul style="list-style-type: none"> • examine data • ask questions based on data • re-examine data • try to answer the questions • provide data, evidence, that supports the answer 	R.CCR.1, R.CCR.2, R.CCR.7, R.CCR.8, R.CCR.9, W.CCR.7, W.CCR.8, W.CCR.9, L.CCR.1, L.CCR.3
PS.3.FII.27	Select organizational structure based on terms of proposition	SL.CCR.4, SL.CCR.5, SL.CCR.6, L.CCR.3
PS.3.FII.28	Argue a defense of the status quo	SL.CCR.4, SL.CCR.5, SL.CCR.6, L.CCR.1, L.CCR.3
PS.3.FII.29	Develop indictments of an affirmative position	W.CCR.1, W.CCR.4, W.CCR.5, W.CCR.6, W.CCR.7, W.CCR.8, W.CCR.9, W.CCR.10, SL.CCR.4, L.CCR.1, L.CCR.3
PS.3.FII.30	Explain why alternate causality is a key issue	SL.CCR.4, SL.CCR.5, SL.CCR.6, L.CCR.1, L.CCR.3

PS.3.FII.31	Construct an alternate causality objection	W.CCR.1, W.CCR.4, W.CCR.5, W.CCR.6, W.CCR.7, W.CCR.8, W.CCR.9, W.CCR.10, SL.CCR.4, L.CCR.1, L.CCR.3
PS.3.FII.32	Construct a counterplan or counter warrant	W.CCR.1, W.CCR.4, W.CCR.5, W.CCR.6, W.CCR.7, W.CCR.8, W.CCR.9, W.CCR.10, SL.CCR.4, L.CCR.1, L.CCR.3
PS.3.FII.33	Discuss the differences between statements of fact, value, and policy	SL.CCR.1, SL.CCR.2, SL.CCR.4, SL.CCR.5, SL.CCR.6, L.CCR.1, L.CCR.3
PS.3.FII.34	Contrast the types of reasoning: <ul style="list-style-type: none"> • analogy • causal • deductive • inductive 	W.CCR.4, W.CCR.7, W.CCR.8, W.CCR.9, W.CCR.10, SL.CCR.1, SL.CCR.2, SL.CCR.3, SL.CCR.4, SL.CCR.6, L.CCR.1, L.CCR.3
PS.3.FII.35	Investigate current issues of controversy	R.CCR.1, R.CCR.2, R.CCR.3, R.CCR.4, R.CCR.5, R.CCR.6, R.CCR.8, R.CCR.9, R.CCR.10, W.CCR.7, W.CCR.8, W.CCR.9, W.CCR.10
PS.3.FII.36	Develop a fundamental understanding of the structure and format of each public speech to create an effective presentation: <ul style="list-style-type: none"> • extemporaneous speaking • informative speaking (e.g., visual aids) • original oratory 	R.CCR.5

PS.3.FII.37	Formulate questions and analyze current, domestic, and foreign events to create an effective presentation	W.CCR.7, W.CCR.8, W.CCR.9, W.CCR.10, L.CCR.1, L.CCR.3
PS.3.FII.38	Determine the magnitude of a current event topic to create an effective presentation	W.CCR.7, W.CCR.8, W.CCR.9, W.CCR.10

Strand: Intermediate Communication Skills

Content Standard 4: Students will demonstrate communication skills at an intermediate level.

		AR ELA Alignment
ICS.4.FII.1	Demonstrate the use of varied sentence structure to create emphasis	W.CCR.4, W.CCR.5, SL.CCR.4, SL.CCR.6, L.CCR.3
ICS.4.FII.2	Work collaboratively to generate ideas and solve complex problems	W.CCR.6, SL.CCR.1, SL.CCR.6, L.CCR.1, L.CCR.3
ICS.4.FII.3	Participate in discussions for varied purposes	SL.CCR.1, SL.CCR.6
ICS.4.FII.4	Use vocal variety to establish mood, feelings, and attitude	SL.CCR.6
ICS.4.FII.5	Identify components of the speech process: <ul style="list-style-type: none"> • articulators • diaphragm • larynx • lungs • pharynx • resonators • trachea 	L.CCR.6
ICS.4.FII.6	Control breathing to increase volume and resonance: <ul style="list-style-type: none"> • diaphragmatic breathing • timing of inhalation and exhalation 	SL.CCR.6
ICS.4.FII.7	Demonstrate appropriate articulation: <ul style="list-style-type: none"> • dialect • enunciation • pronunciation 	SL.CCR.6
ICS.4.FII.8	Demonstrate audible speech/vocal flexibility	SL.CCR.6
ICS.4.FII.9	Demonstrate fluency at the intermediate level	SL.CCR.4, SL.CCR.6
ICS.4.FII.10	Display appropriate social etiquette	SL.CCR.4, SL.CCR.6

ICS.4.FII.11	Demonstrate vocal projection to a specific target	SL.CCR.6
ICS.4.FII.12	Adjust vocal projection based on the following: <ul style="list-style-type: none"> • level of noise in environment • size of audience • size of room 	SL.CCR.6
ICS.4.FII.13	Evaluate information from a variety of sources	R.CCR.7, R.CCR.8, R.CCR.9, R.CCR.10, W.CCR.7, W.CCR.8, W.CCR.9, SL.CCR.2

Strand: Oral Advocacy

Content Standard 5: Students will participate at the intermediate level in community outreach, culminating in events.

		AR ELA Alignment
OA.5.FII.1	Understand intermediate terminology and execution of a competitive event	L.CCR.6
OA.5.FII.2	Shadow and help execute the duties and needs assigned to upper-level leadership documenting the process to secure event resources (e.g., judges, concessions, security, hospitality, time keepers, public relations, volunteers as needed)	
OA.5.FII.3	Solicit the community for needed resources and materials to hold events	W.CCR.2
Teacher Note		
OA.5.FII.3	Students document their process to find needed resources and materials.	

Glossary for Forensics II

Academic honesty	Performing all academic work in a responsible and ethical manner, which includes acknowledging any source of information that is not common knowledge and completing academic work without cheating, lying, stealing, or sharing information without authorization
<i>Ad hominem</i>	A Latin term meaning “to the man”; attacking an opponent’s character rather than answering his argument
<i>Ad populum</i>	A Latin term meaning “to the popular opinion”; a fallacious argument that concludes it must be true because many or most people believe it
Arkansas Communication and Theater Arts Association (ACTAA)	State professional organization that encompasses theater, drama, theater dance, oral communication, forensics, and debate
Diversity	Differences in individuals (e.g., ability, culture, federally protected categories, gender, race, religion, socio-economic status)
Literary merit	The quality shared by all works of fiction that are considered to have aesthetic value
National Speech and Debate Association (NSDA)	National professional organization for debate, speech, and forensics
Paralanguage	Nonverbal means of communication (e.g., tone of voice, laughter, gestures, facial expressions) that accompany speech and convey further meaning
<i>Post hoc ergo propter hoc</i>	A Latin term meaning “after the fact, therefore before the fact”; this is a conclusion that assumes if “A” occurred after “B”, then “B” must have caused “A”
Proxemics	Communicating with others by virtue of the relative positioning of the body
Reticence	The trait of being uncommunicative; not volunteering anything more than necessary
Semantics	The study of the meanings of words

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