

# **Forensics III**

## **Curriculum Framework**

**2012**

Course Title: Forensics III  
 Course/Unit Credit: 1  
 Course Number: 414040  
 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 III

Forensics III is a two-semester course. In this course students will master research, organization, and presentation skills through a variety of public speaking situations. Research activities will include analyzing literary elements and current events, framing a selection or topic around historical context or cultural influences, and maintaining a portfolio of selections and topics. Organization skills will be enhanced by cutting and introducing selections and synthesizing information from complex texts. Peer critique will be utilized to enhance presentation skills. Forensics III does not require Arkansas Department of Education approval.

Prerequisites: Forensics I, Forensics II

| Strand       | Content Standard   |
|--------------|--|
| Research     | 1. Students will master synthesis of research to communicate literature and ideas to a variety of audiences.                                   |
| Organization | 2. Students will master organization of literature, informational text, theories, and concepts to communicate ideas to a variety of audiences. |
| Presentation | 3. Students will master public interpretation of literature and presentation of complex theories to specific audiences.                        |

Note: In this document specific grade bands (9-10 and 11-12) are not included in the connections to the Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects (CCSS-ELA). The appropriate grade band should be selected based on the desired level of rigor.

Strand: Research

Content Standard 1: Students will master synthesis of research to communicate literature and ideas to a variety of audiences.

Connections to  
CCSS – ELA

|             |  |                            |
|-------------|--|----------------------------|
| R.1.FIII.1  | Analyze the elements of a story  | RL.3                       |
| R.1.FIII.2  | Determine the meaning of literature  | RL.4                       |
| R.1.FIII.3  | Assess author's intent   | RL.4, RL.5, RL.6, RL.7     |
| R.1.FIII.4  | Analyze characters   | RL.6                       |
| R.1.FIII.5  | Examine the meaning of technical language  | RL.1, RL.4<br>RST.4        |
| R.1.FIII.6  | Select interpretative materials with literary merit  | RL.10                      |
| R.1.FIII.7  | Discover correct pronunciation of words  | L.1, L.4c                  |
| R.1.FIII.8  | Analyze the mood of a selection from beginning to end  | RL.4                       |
| R.1.FIII.9  | Frame a selection or topic based on historical context and cultural influences   | RL.9, RL.10                |
| R.1.FIII.10 | Maintain a portfolio of selections, topics, and research   | RL.10                      |
| R.1.FIII.11 | Evaluate current and political events  | RI.7<br>SL.2               |
| R.1.FIII.12 | Synthesize information from research using scientific and technical texts, scholarly journals, and different media formats | W.1<br>RST.7, RST.8, RST.9 |
| R.1.FIII.13 | Evaluate credibility of sources  | SL.2                       |
| R.1.FIII.14 | Conduct peer reviews   | SL.1b                      |
| R.1.FIII.15 | Collaborate to write and revise original work  | SL.1                       |
| R.1.FIII.16 | Create learning teams to collect and analyze researched material   | SL.1, SL.2, SL.3           |

Strand: Organization

Content Standard 2: Students will master organization of literature, informational text, theories, and concepts to communicate ideas to a variety of audiences.

Connections to  
CCSS – ELA

|             |  |                                     |
|-------------|--|-------------------------------------|
| O.2.FIII.1  | Conduct audience-centered analysis for each presentation           | SL.6                                |
| O.2.FIII.2  | Create effective introductions                                     | SL.3, SL.4<br>L.3a                  |
| O.2.FIII.3  | Effectively cut a literary selection                               | W.5                                 |
| O.2.FIII.4  | Create presentations that cite strong evidence to support analysis | SL.2                                |
| O.2.FIII.5  | Summarize complex ideas by accurately paraphrasing                 | SL.1                                |
| O.2.FIII.6  | Synthesize information from a variety of complex texts             | RL.10<br>RI.10<br>W.8<br>SL.2, SL.3 |
| O.2.FIII.7  | Create effective transitions                                       | W.4                                 |
| O.2.FIII.8  | Cite sources accurately and appropriately                          | SL.2                                |
| O.2.FIII.9  | Interpret criticism for revisions                                  | W.5                                 |
| O.2.FIII.10 | Identify criteria for speech topics                                | W.7                                 |
| O.2.FIII.11 | Determine appropriate organizational pattern                       | SL.4                                |
| O.2.FIII.12 | Produce an extemporaneous speaking file                            | SL.2                                |
| O.2.FIII.13 | Defend character motivation  | W.9<br>SL.3                         |
| O.2.FIII.14 | Use logic to structure ideas and persuasive arguments              | SL.4                                |

Strand: Organization

Content Standard 2: Students will master organization of literature, informational text, theories, and concepts to communicate ideas to a variety of audiences.

Connections to  
CCSS – ELA

|             |  |                          |
|-------------|--|--------------------------|
| O.2.FIII.15 | Interpret point of view to find meaning of selection           | SL.3<br>L.4a, L.4b, L.4c |
| O.2.FIII.16 | Interpret imagery  | SL.3                     |
| O.2.FIII.17 | Evaluate the credibility of an author's argument or defense    | SL.3                     |
| O.2.FIII.18 | Utilize specialized vocabulary                                 | W.1                      |
| O.2.FIII.19 | Write audience-centered speeches to achieve a specific purpose | W.1<br>SL.4              |
| O.2.FIII.20 | Create narratives using effective techniques                   | SL.3                     |
| O.2.FIII.21 | Conduct peer reviews   | SL.1b                    |
| O.2.FIII.22 | Work collaboratively to write and revise original work         | SL.1                     |
| O.2.FIII.23 | Collaborate to collect and analyze researched material         | SL.2, SL.3               |
| O.2.FIII.24 | Build effective teams and work groups                          | SL.1                     |

Strand: Presentation

Content Standard 3: Students will master public interpretation of literature and presentation of complex theories to specific audiences.

Connections to  
CCSS – ELA

|             |   |                                    |
|-------------|---|------------------------------------|
| P.3.FIII.1  | Interpret oral readings from both literary and informational texts                            | RL.2                               |
| P.3.FIII.2  | Perform a variety of literary selections from sources of advanced text-complexity             | SL.4, SL.6                         |
| P.3.FIII.3  | Perform multiple selections of similar genres that are connected with a central theme         | RL.7                               |
| P.3.FIII.4  | Create characters for interpretation including nonverbal nuances and focal points             | W.3<br>SL.4, SL.6                  |
| P.3.FIII.5  | Create emphasis by assigning weight to thoughts and words                                     | RL.4, RL.7                         |
| P.3.FIII.6  | Employ effective use of pauses to vary tempo and match emotion                                | RL.7<br>L.1                        |
| P.3.FIII.7  | Create intensity with varied vocal inflection   | SL.4                               |
| P.3.FIII.8  | Master clear articulation   | SL.4<br>L.1                        |
| P.3.FIII.9  | Convey complex ideas about current domestic and global issues through extemporaneous speeches | W.2<br>SL.2                        |
| P.3.FIII.10 | Defend a point of view  | W.1, W.2, W.4, W.9<br>SL.2         |
| P.3.FIII.11 | Present information with evidence   | SL.4                               |
| P.3.FIII.12 | Develop arguments to support claims   | W.4, W.5<br>SL.2, SL.4, SL.5, SL.6 |
| P.3.FIII.13 | Integrate sources of advanced text-complexity to make cognizant decisions                     | SL.2                               |
| P.3.FIII.14 | Adapt a presentation to context and audience  | SL.4                               |
| P.3.FIII.15 | Master appropriate movement for presentation  | RL.7                               |
| P.3.FIII.16 | Conduct peer reviews  | SL.1b                              |