

Forensics II

Curriculum Framework

2012

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 II is a two-semester course which will provide students with an opportunity to demonstrate communication 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 skills, which will serve students well throughout their lives, will be 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 persuasive techniques in both extemporaneous and prepared formats. Forensics II does not require Arkansas Department of Education approval.

Prerequisite: Forensics I

| Strand | Content Standard |
|-----------------------------------|---|
| Oral Interpretation | |
| | 1. Students will demonstrate competency in literary performance by creating varied oral interpretation presentations. |
| Dramatic Literature | |
| | 2. Students will demonstrate competency in dramatic performance by presenting a variety of dramatic literature. |
| Persuasion | |
| | 3. Students will synthesize information to create persuasive presentations. |
| Intermediate Communication Skills | |
| | 4. Students will demonstrate communication skills at an intermediate level. |

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: Oral Interpretation

Content Standard 1: Students will demonstrate competency in literary performance by creating varied oral interpretation presentations.

Connections to
CCSS – ELA

| | | |
|------------|---|---------------------|
| OI.1.FII.1 | Select appropriate tales for storytelling: <ul style="list-style-type: none"> • audience-centered content • exhibition of literary merit • fitting for the occasion | RL.3, RL.5, RL.10 |
| OI.1.FII.2 | Appraise varied genres of literature to find stories (e.g., adventure, biographical story, children’s stories, fairy tale, fantasy, historical accounts, modern short story, mythology) | RL.7, RL.10 |
| OI.1.FII.3 | Demonstrate how vocal variety alters characterization | SL.6 |
| OI.1.FII.4 | Identify the important elements of a story or poem | RL.3, RL.5 |
| OI.1.FII.5 | Organize a story for varied public presentations | RL.2 W.3 |
| OI.1.FII.6 | Evaluate information from a variety of sources | RL.1, RL.7 RI.10 |
| OI.1.FII.7 | Analyze the role of movement and gesture in performing oral readings | SL.2, SL.4 |
| OI.1.FII.8 | Determine appropriate movement for presentation: <ul style="list-style-type: none"> • heightened movement • movement to delineate character, time, place, and/or mood • simplified movement | SL.4 |
| OI.1.FII.9 | Practice the use of paralanguage in oral presentations to match emotion: <ul style="list-style-type: none"> • dramatic pause • inflection • oral punctuation • pitch variation • stress • tempo • volume | SL.4, SL.6 |

Strand: Oral Interpretation

Content Standard 1: Students will demonstrate competency in literary performance by creating varied oral interpretation presentations.

Connections to
CCSS – ELA

| | | |
|-------------|--|-------------------------------|
| OI.1.FII.10 | Investigate criteria for determining correct pronunciation (e.g., acceptance, education, limitations, locale, regional similarity) | RL.4 RI.4 |
| OI.1.FII.11 | Weigh words that carry emphasis in comparison to subordinate words | RL.4 RI.4 L.4, L.5, L.6 |
| OI.1.FII.12 | Coordinate reading rate with content and intent | RL.10 RI.10 SL.6 |
| OI.1.FII.13 | Revise presentations based on audience feedback | SL.1d, SL.4, SL.6 |
| OI.1.FII.14 | Compile a portfolio for oral interpretation: <ul style="list-style-type: none"> • culturally diverse literature • dramatic literature • humorous literature • poetry • prose • social issues | RL.1, RL.10 |
| OI.1.FII.15 | Select literature to be performed based on teacher-selected criteria | RL.1, RL.10 |
| OI.1.FII.16 | Conduct an audience analysis | W.10 |
| OI.1.FII.17 | Complete an analysis of characters in the selection | RL.1, RL.3 W.10 |
| OI.1.FII.18 | Examine the historical impact of literature selected for oral interpretation | RL.5 |
| OI.1.FII.19 | Determine appropriate delivery method for diverse audiences | SL.4, SL.6 |

Strand: Oral Interpretation

Content Standard 1: Students will demonstrate competency in literary performance by creating varied oral interpretation presentations.

Connections to
CCSS – ELA

| | | |
|-------------|---|--------------------|
| OI.1.FII.20 | Experiment with various introductory methods (e.g., author biography, excerpt/exposition, humor, narrative, related anecdote, startling statement, teasers) | W.2, W.3, W.4 |
| OI.1.FII.21 | Collaborate to perform in a group presentation (e.g., Choral Reading, Readers Theater, Words and Music) | W.3, W.4 SL.1 |
| OI.1.FII.22 | Participate in group evaluations | W.10 |
| OI.1.FII.23 | Examine the social impact of a literary selection | RL.1, RL.5, RL.10 |
| OI.1.FII.24 | Score a script | RL.1, RL.4 SL.1 |
| OI.1.FII.25 | Compare multiple interpretations of a selection | RL.2 SL.1d |
| OI.1.FII.26 | Compare first and third person point-of-view | RL.5 |
| OI.1.FII.27 | Contrast performances of fiction and nonfiction | SL.1d |

Strand: Dramatic Literature

Content Standard 2: Students will demonstrate competency in dramatic performance by presenting a variety of dramatic literature.

Connections to
CCSS – ELA

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|-------------|---|------------------------------|
| DL.2.FII.1 | Compare dramatic literature for specific performance settings | RL.2, RL.4, RL.10 |
| DL.2.FII.2 | Identify the theme of the literature | RL.2 |
| DL.2.FII.3 | Analyze why an audience would want to hear the chosen selection | RL.3 |
| DL.2.FII.4 | Analyze the imagery within the dramatic literature | RL.4 |
| DL.2.FII.5 | Prepare performances of dramatic cuttings (e.g., dramatic duo, duet, monologue, solo) | SL.4 |
| DL.2.FII.6 | Cut a dramatic piece of literature down to a 4-6 minute performance selection | RL.2, RL.3, RL.5 W.4, W.9 |
| DL.2.FII.7 | Identify basic stage movement principles (e.g., adjusting to other characters, delineating character, heightening or simplifying movement, maintaining pleasing stage pictures, motivating or justifying movement, opening to the audience) | SL.4 |
| DL.2.FII.8 | Utilize stage direction terms (e.g., above, backstage, below, countercross, downstage, full back, full front, give a scene, offstage, onstage, profile, share a scene, stage left, stage right, take a scene, three-quarter, upstage, wings) | SL.4 |
| DL.2.FII.9 | Block a dramatic performance | SL.4 |
| DL.2.FII.10 | Employ offstage focus | SL.4 |
| DL.2.FII.11 | Analyze pivotal moments in dramatic literature | RL.2, RL.3 |
| DL.2.FII.12 | Create a storyline for a mime performance | W.3 |

Strand: Dramatic Literature

Content Standard 2: Students will demonstrate competency in dramatic performance by presenting a variety of dramatic literature.

Connections to
CCSS – ELA

| | | |
|-------------|--|---------------|
| DL.2.FII.13 | Prepare storylines for improvised duet acting | W.3 |
| DL.2.FII.14 | Perform improvised duet acting | SL.4 |
| DL.2.FII.15 | Evaluate the blocking of peer performers | W.4 |
| DL.2.FII.16 | 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.4 |
| DL.2.FII.17 | Research the historical context of dramatic literature | RL.3 RI.10 |
| DL.2.FII.18 | Investigate the playwright’s intended meaning | RL.5 RI.10 |
| DL.2.FII.19 | Examine the social impact of the play or scene | RL.1 RI.10 |
| DL.2.FII.20 | Research culturally diverse dramatic literature | RL.10 |
| DL.2.FII.21 | Delineate characters using various techniques (e.g., body posture, consistent mannerisms, large gestures, nonverbal facial expressions, vocal delivery) | SL.3, SL.4 |
| DL.2.FII.22 | Evaluate a cutting from dramatic literature to determine its ability to stand alone as a performance piece (e.g., beginning and end, complications that build, self-contained events) | RL.2 |
| DL.2.FII.23 | Predict audience responses | RL.3 SL.4 |
| DL.2.FII.24 | Construct scenes that highlight personal performance strengths to enhance the believability of characters in the literature | RL.4 SL.4 |

Strand: Dramatic Literature

Content Standard 2: Students will demonstrate competency in dramatic performance by presenting a variety of dramatic literature.

Connections to
CCSS – ELA

| | | |
|-------------|---|--------------------------|
| DL.2.FII.25 | Reflect on emotions evoked when performing the literature | RL.2, RL.4 SL.4 |
| DL.2.FII.26 | Analyze how characters evolve throughout a performance | RL.2 SL.6 |
| DL.2.FII.27 | Create introductions that capture the audience (e.g., dramatic, intriguing, shocking, tantalizing, unique) | W.2a, W.3a SL.3, SL.4 |
| DL.2.FII.28 | Collaborate to create performance criteria | W.4 SL.1 |
| DL.2.FII.29 | Collaborate to share critical analysis of dramatic literature | W.2 SL.1 |
| DL.2.FII.30 | Collaborate to improve performances | W.4, W.10 SL.1 |
| DL.2.FII.31 | Discuss motivation as it relates to dialogue | SL.1, SL.3 |

Strand: Persuasion

Content Standard 3: Students will synthesize information to create persuasive presentations.

Connections to
CCSS – ELA

| | | |
|------------|---|---|
| P.3.FII.1 | Discuss persuasion as a strategic activity | SL.1 |
| P.3.FII.2 | Discuss the educational values of argumentation and debate | SL.1 |
| P.3.FII.3 | Examine how source credibility plays a role in a persuasive argument | RL.1, RL.10 RI.1, RI.6, RI.10 |
| P.3.FII.4 | Examine criteria for speech topics (e.g., age appropriateness, creative angle, interesting to both genders, personal connection, sound documentation, speech type, uniqueness, universal appeal) | SL.2, SL.4 |
| P.3.FII.5 | Measure effectiveness of speaker’s delivery | SL.1d |
| P.3.FII.6 | Create levels of varied intensity | SL.4 |
| P.3.FII.7 | Develop persuasive tone in delivery | SL.4, SL.6 |
| P.3.FII.8 | Assess the pace of delivery | SL.6 |
| P.3.FII.9 | Utilize transitions as strategic connections | SL.6 |
| P.3.FII.10 | Defend selected methods of reasoning | SL.1, SL.4 |
| P.3.FII.11 | Provide new interpretations or insights into already known information | RL.1 RI.1, RI.2 W.1, W.4, W.10 SL.1d |
| P.3.FII.12 | Question author biases or prejudices in informational texts | RI.6 SL.1d WHST.7 |

Strand: Persuasion

Content Standard 3: Students will synthesize information to create persuasive presentations.

Connections to
CCSS – ELA

| | | |
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| P.3.FII.13 | Practice the ability to “think clearly on one’s feet” (e.g., extemporaneous speaking, varied argumentation formats) | SL.6 |
| P.3.FII.14 | Identify the role ethics play in debate and/or argumentation | W.8 SL.2 |
| P.3.FII.15 | Analyze the effectiveness of presentations conducted by oneself and peers | W.4, W.10 SL.1a, SL.1d, SL.2, SL.3 |
| P.3.FII.16 | Formulate a properly worded proposition of fact, value, and policy | W.4 SL.1 WHST.1 |
| P.3.FII.17 | Explain the requirements of a <i>prima facie argument</i> | W.1 RI.5 SL.1 |
| P.3.FII.18 | Explain the <i>Toulmin Model</i> of argumentation | W.1 WHST.1 |
| P.3.FII.19 | Explain the 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) | RI.5 W.1 SL.1, SL.2 |
| P.3.FII.20 | Create arguments to support a claim | RI.1 W.1 SL.1 WHST.1 |
| P.3.FII.21 | Explain the guidelines for ethics in research | W.8 SL.1 |
| P.3.FII.22 | Contrast <i>empirical evidence</i> and opinion evidence | RI.1 W.1 WHST.9 |

Strand: Persuasion

Content Standard 3: Students will synthesize information to create persuasive presentations.

Connections to
CCSS – ELA

| | | |
|------------|---|--|
| P.3.FII.23 | Discuss various persuasive formats | SL.1 |
| P.3.FII.24 | Define specialized vocabulary | RL.4 RI.1 RST.4 |
| P.3.FII.25 | Differentiate among types of inherency arguments: <ul style="list-style-type: none"> attitudinal existential gap structural | RL.6 RI.5 W.1 |
| P.3.FII.26 | Discuss the concept of non sequitur in persuasive arguments | RI.1, RI.5, RI.6 WHST.8 |
| P.3.FII.27 | Discuss how to detect fallacies in value arguments | RL.6, RL.10 RI.5, RI.6 |
| P.3.FII.28 | Construct three types of definitions: <ul style="list-style-type: none"> definition by authority definition by examples definition by operations | RI.4, RI.5, RI.6 W.1c |
| P.3.FII.29 | Draft an affirmative position using a specific format | RI.1, RI.7, RI.10 W.1, W.4, W.8 |
| P.3.FII.30 | Use knowledge to derive warrants | RL.1, RL.2, RL.10 RI.1, RI.10 W.10 SL.4 |

Strand: Persuasion

Content Standard 3: Students will synthesize information to create persuasive presentations.

Connections to
CCSS – ELA

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| P.3.FII.31 | Use evidence to develop basic arguments | RL.1 RI.1, RI.2, RI.3, RI.4, RI.5, RI.6, RI.7, RI.10 W.1 SL.2, SL.4 |
| P.3.FII.32 | Draw conclusions that are defensible | RL.2 RI.1, RI.7 W.1 SL.4 |
| P.3.FII.33 | 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 • data that supports our answer = evidence | RL.2, RL.10 RI.1, RI.2, RI.3, RI.4, RI.5, RI.6, RI.7, RI.10 W.10 SL.1c, SL.3 |
| P.3.FII.34 | Select organizational structure based on terms of proposition | RI.4 W.1c SL.4 |
| P.3.FII.35 | Argue a defense of the status quo | W.4 SL.2, SL.4 |
| P.3.FII.36 | Develop indictments of an affirmative position | W.1, W.7 SL.1c, SL.1d |
| P.3.FII.37 | Explain why alternate causality is a key issue | RI.6 SL.1 |
| P.3.FII.38 | Construct an alternate causality objection | RI.5, RI.6 W.1 SL.4 |

Strand: Persuasion

Content Standard 3: Students will synthesize information to create persuasive presentations.

Connections to
CCSS – ELA

| | | |
|------------|---|---|
| P.3.FII.39 | Construct a counterplan or counter warrant | RI.4, RI.5, RI.6, RI.7 W.1, W.4, W.7 SL.4 |
| P.3.FII.40 | Discuss the differences between statements of fact, value, and policy | SL.1 |
| P.3.FII.41 | Contrast the types of reasoning: <ul style="list-style-type: none">• analogy• causal• deductive• inductive | SL.3 |
| P.3.FII.42 | Investigate current issues of controversy | RL.6, RL.10 RI.6, RI.10 SL.1c |

Strand: Intermediate Communication Skills

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

Connections to
CCSS – ELA

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|-------------|---|---------------------|
| ICS.4.FII.1 | Demonstrate the use of varied sentence structure to create emphasis | SL.6 L.1 |
| ICS.4.FII.2 | Work collaboratively to generate ideas and solve complex problems | W.7 SL.1 |
| ICS.4.FII.3 | Participate in discussions for varied purposes | SL.1 |
| ICS.4.FII.4 | Use vocal variety to establish mood, feelings, and attitude | SL.4 |
| ICS.4.FII.5 | Identify components of the speech process: <ul style="list-style-type: none"> • articulators • diaphragm • larynx • lungs • pharynx • resonators • trachea | RI.4, RI.10 SL.4 |
| 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.4 |
| ICS.4.FII.7 | Demonstrate appropriate articulation: <ul style="list-style-type: none"> • dialect • enunciation • pronunciation | SL.4 |
| ICS.4.FII.8 | Demonstrate audible speech/vocal flexibility | SL.4 |
| ICS.4.FII.9 | Demonstrate increased fluency | SL.4 |

Strand: Intermediate Communication Skills

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

Connections to
CCSS – ELA

| | | |
|--------------|---|------------|
| ICS.4.FII.10 | Display appropriate social etiquette | SL.4, SL.6 |
| ICS.4.FII.11 | Demonstrate vocal projection to a specific target | SL.4 |
| 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.4 |

Glossary for Forensics II

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|-----------------------------|---|
| empirical evidence | Indicates information gained by means of observation, experience, or experiments |
| <i>prima facie</i> argument | An argument that appears on first review to be complete, containing all necessary parts |
| Toulmin Model | The six parts of an argument: claim, grounds, warrant, backing, rebuttal, qualification |