Forensics I

Curriculum Framework

2012

Course Title: Forensics I
Course/Unit Credit: 1
Course Number: 414020
Teacher Licensure: Please refer to the Course Code Management System (https://adedata.arkansas.gov/ccms/) for the most current licensure
                       codes.
Grades: 9-12

Forensics I

Forensics I is a two-semester course which will provide students with an understanding of the dynamics of effective oral communication when speaking, listening, and responding. Students will develop basic communication competencies including ethical practices in communication; recognition of communication barriers; and effective use of interpersonal communication, listening, verbal and nonverbal messages, and use of digital media. Listed in this document as Strand 4: Communication Competencies, these life skills will be embedded throughout the course.
In Forensics I, students will develop research skills to prepare for a variety of public speaking formats, including debate, public address, and oral interpretation of literature. Furthermore, students will organize research and analysis into presentations delivered in a variety of formats and for a variety of audiences. Forensics I fulfills the ½ unit of Oral Communication required for graduation and does not require Arkansas Department of Education approval.

Strand	Content Standard
Research	
	1. Students will engage in inquiry and research to prepare a foundation for communicating to various audiences.
Organization	
	2. Students will organize literary selections and informational text into effective oral presentations.
Presentation	
	3. Students will perform interpretations of literature and deliver presentations conveying concepts and ideas to a variety of audiences.
Communication Competencies	
	4. Students will demonstrate fundamental oral communication competencies.

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 engage in inquiry and research to prepare a foundation for communicating to various audiences.

		Connections to CCSS – ELA
R.1.FI.1	Identify the elements of a story	RL.3, RL.5
R.1.FI.2	Determine the meaning of literature	RL.4
R.1.FI.3	Discover author's intent	RL.4, RL.5, RL.6, RL.7
R.1.FI.4	Explain characterization	RL.3, RL.6
R.1.FI.5	Select interpretative materials with *literary merit*	RL.10
R.1.FI.6	Investigate sources affiliated with forensics to analyze literature for performance	RST.1, RST.7
R.1.FI.7	Identify the tone of a selection	RL.4
R.1.FI.8	Identify the elements of a performance: • character • diction • music • plot • spectacle • theme	RL.3, RL.9
R.1.FI.9	Research historical context and cultural influences	RL.9, RL.10
R.1.FI.10	Create a portfolio of selections, topics, and research	RL.10 RI.10
R.1.FI.11	Identify sources of current and political events for discussion	RI.7 SL.2
R.1.FI.12	Conduct peer reviews	SL.1b
R.1.FI.13	Collaborate to write and revise original work	SL.1
R.1.FI.14	Establish small groups to collect and analyze researched material	SL.1, SL.2, SL.3

Key: R.1.FI.1 – Research.Content Standard 1.Forensics I.1st Student Learning Expectation

Strand: Organization

Content Standard 2: Students will organize literary selections and informational text into effective oral presentations.

		Connections to CCSS – ELA
O.2.FI.1	Conduct audience-centered analysis for each presentation	SL.6
O.2.FI.2	Create effective introductions: • attention device • preview • transition	SL.3, SL.4 L.3
O.2.FI.3	Identify the process involved in cutting a selection	W.5
O.2.FI.4	Use evidence to support ideas	SL.2
O.2.FI.5	Identify effective transitions	W.4
O.2.FI.6	Cite sources accurately and appropriately	SL.2
O.2.FI.7	Identify criteria for speech topics	W.7
O.2.FI.8	Recognize organizational patterns	SL.4
O.2.FI.9	Identify research sources for extemporaneous speaking	SL.2
O.2.FI.10	Determine point of view	SL.3, L.4a, L.4b, L.4c
O.2.FI.11	Identify imagery in a selection	SL.3
O.2.FI.12	Examine the credibility of an author's argument	SL.3
O.2.FI.13	Utilize specialized vocabulary	W.1 L.6
O.2.FI.14	Examine models of audience-centered speeches	W.1 SL.4
O.2.FI.15	Create storyboards	SL.3

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Key: O.2.FI.1 – Organization.Content Standard 2.Forensics I.1st Student Learning Expectation

Strand: Organization

      Content Standard 2: Students will organize literary selections and informational text into effective oral presentations.

		Connections to CCSS – ELA
O.2.FI.16	Work collaboratively to write and revise original work	W.5 SL.1
O.2.FI.17	Collaborate to collect and analyze researched material	SL.2, SL.3
O.2.FI.18	Build effective teams and work groups	SL.1

Key: O.2.FI.16 – Organization.Content Standard 2.Forensics I.16th Student Learning Expectation

Strand: Presentation

Content Standard 3: Students will perform interpretations of literature and deliver presentations conveying concepts and ideas to a variety of audiences.

		Connections to CCSS – ELA
P.3.FI.1	Present oral readings from literary and informational text	RL.2 SL.4
P.3.FI.2	Perform a variety of literary selections	SL.4, SL.6
P.3.FI.3	Observe multiple selections of similar genres that are connected with a central theme	RL.7
P.3.FI.4	Create believable characters using nonverbal language	SL.4, SL.6
P.3.FI.5	Score a script	RL.4, RL.7
P.3.FI.6	Create intensity with varied vocal inflection	SL.4
P.3.FI.7	Utilize clear articulation	SL.4 L.1
P.3.FI.8	Defend a point of view	W.1, W.2, W.4, W.9 SL.2
P.3.FI.9	Present information with evidence	SL.4
P.3.FI.10	Adapt presentation to context and audience	SL.6
P.3.FI.11	Develop arguments to support a claim	W.4, W.5 SL.2, SL.4, SL.5, SL.6
P.3.FI.12	Determine appropriate movement for presentation	RL.7 SL.4
P.3.FI.13	Integrate multiple sources	SL.2
P.3.FI.14	Conduct peer reviews	SL.1b

Key: P.3.FI.1 – Presentation.Content Standard 1.Forensics I.1st Student Learning Expectation

Strand: Communication Competencies

Content Standard 4: Students will demonstrate oral communication competencies.

		Connections to CCSS – ELA
CC.4.FI.1	Apply principles of ethical communication appropriate to context: • *academic honesty* • bias • communication responsibility • plagiarism • respect for *diversity*	W.8 SL.1, SL.2, SL.3, SL.6 L.5
CC.4.FI.2	Analyze the reduction of communication barriers (e.g., adversarial mindset, bias, communication apprehension, environment, noise, nonverbal communication, perception, *proxemics*/spatial, *reticence*, *semantics*)	RI.7 W.4, W.7 SL.4, SL.6 L.6
CC.4.FI.3	Demonstrate mutual respect in interpersonal communication: • aggressive • assertive • conflict-resolution strategies • passive • passive/aggressive	SL.1b
CC.4.FI.4	Demonstrate the ability to give and receive constructive criticism	SL.1, SL.3
CC.4.FI.5	Demonstrate appropriate critical, empathetic, appreciative, and reflective listening skills in formal and informal situations: • active listening behaviors • false assumptions • loaded terms • notetaking • sarcasm	SL.1c, SL.1d, SL.3

Key: CC.4.FI.1 – Communication Competencies.Content Standard 4.Forensics I.1st Student Learning Expectation

Strand: Communication Competencies
Content Standard 4: Students will demonstrate oral communication competencies.

		Connections to CCSS – ELA
CC.4.FI.6	Adjust messages based on feedback: • peer ballots and rubrics • teacher/evaluator ballots and rubrics	SL.1, SL.6 L.3, L.5
CC.4.FI.7	Speak while maintaining a formal style and objective tone	SL.4, SL.6 L.4b
CC.4.FI.8	Critique oral messages: • clarity • effectiveness of delivery • faulty reasoning and logical fallacies (e.g., *ad hominem, ad populum, post hoc ergo propter hoc,* appeal to authority, appeal to tradition, band wagon, begging the question, fallacy of unimpeachable source, mistaken cause, name calling, red herring, straw man) • organization of evidence • relevance	W.4 SL.1, SL.3
CC.4.FI.9	Discuss effective nonverbal communication skills: • attire • facial expressions • gestures • *paralanguage* (e.g., inflection, pause, pitch, rate, stress, volume) • platform movement • *proxemics*/spatial communication	SL.1, SL.3, SL.4 L.6
CC.4.FI.10	Use context appropriate oral messages: • concrete expressions of thought • connotation vs. denotation • dialects • International Phonetic Alphabet • jargon • slang • standard English • words and symbols	SL.3 L.3, L.6

Key: CC.4.FI.6 – Communication Competencies.Content Standard 4.Forensics I.6th Student Learning Expectation

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
Ad hominem	A Latin term meaning "to the man"
Ad populum	A Latin term meaning "to the popular opinion"
Diversity	Understanding that each individual is unique and recognizing individual differences (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
Paralanguage	Nonverbal means of communication (e.g., tone of voice, laughter, gestures, facial expressions) that accompany speech and convey further meaning
Post hoc ergo propter hoc	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