



Park Hill School District

Building Successful Futures • Each Student • Every Day

High School Forensics Curriculum

Course Description: This is a general study of the techniques of interscholastic forensics and individual events. Students explore a variety of performance styles such as humorous and dramatic interpretation, duo improvisation, duo interpretation, poetry, prose, storytelling, original oratory, informative speaking, programmed oral interpretation, and extemporaneous speaking. Participation in the interscholastic Debate/Forensics program is a requirement. This course may be repeated for additional credit.

Scope and Sequence:

Timeframe	Unit	Instructional Topics
24 blocks	1: Introduction to Humorous & Dramatic Interpretation	Topic 1: Introduction to Humorous/Dramatic Interpretation Topic 2: Competition Reflection & Tracking
28 blocks	2: Individual Events	Topic 1: Duo Interpretation Topic 2: Speaking Events Topic 3: Other Events
28 blocks	3: Congressional Debate	Topic 1: Introduction to Student Congress Topic 2: Writing Congressional Speeches Topic 3: Mock Congressional

For materials to support learning within units, consider using the district-provided log-in to access www.SpeechAndDebate.org.

Curriculum Standards: Missouri Department of Elementary and Secondary Education (DESE)
English Language Arts Missouri Learning Standards Grades 9-12.

Curriculum Revision Tracking

Fall 2025

- Removed ISTE standards
- Removed Teaching Tolerance standards
- Updated Missouri Priority and Supporting standards
- Developed standards-based learning targets for all Priority Standards

Spring 2018

- Revised to align to updated Missouri Learning Standards, ISTE Standards, and Teaching Tolerance Standards (where applicable)

Spring 2016

- Revised curriculum

Unit 1: Introduction to Humorous & Dramatic Interpretation

Subject: Forensics

Grade: 9-12

Name of Unit: Humorous & Dramatic Interpretation

Length of Unit: 24

Overview of Unit: Students will learn Humorous Interpretation and/or Dramatic Interpretation to prepare them for speech tournaments.

Priority Standards for unit:

- [11-12.RL.1.D](#) Using appropriate text, determine two or more themes in a text, analyze their development throughout the text, and relate the themes to human nature and the world; provide an objective and concise summary of the text.
- [11-12.RL.2.B](#) Analyze a case in which recognizing point of view requires distinguishing what is directly stated in a text from what is implied.
- [11-12.W.2.A](#) Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.
- [11-12.W.3.A.a](#) Review, revise, and edit writing with consideration for the task, purpose, and audience. Organization and content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and enhance the reader's understanding of and experience with the text by making choices regarding organization and content
- [11-12.W.3.A.b](#) Review, revise, and edit writing with consideration for the task, purpose, and audience. Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language functions in different contexts and enhance the reader's understanding of the text.
- [11-12.W.3.A.d](#) Review, revise, and edit writing with consideration for the task, purpose, and audience. Use a variety of appropriate transitions to clarify relationships, connect ideas and claims, and signal time shifts.

Supporting Standards for unit:

- 11-12.RI.2.A Evaluate how an author's choices to structure specific parts of a text contribute to a text's overall meaning and its aesthetic impact.
- 11-12.SL.1.A Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
- 11-12.SL.2.A Speak audibly and to the point, using conventions of language as appropriate to task, purpose, and audience when presenting including fluent and clear articulation, strategically varying volume, pitch, and pace to consistently engage listeners.

- TH:Cr1A.II: Generate and conceptualize artistic ideas and work: c. Use personal experiences and knowledge to develop a character that is believable and authentic in a drama/theatre work.
- TH:Cr2A.II Organize and develop artistic ideas and work: b. Cooperate as a creative team to make interpretive choices for a drama/theatre work.
- TH:Cr3A.II Refine and complete artistic work: b. Use research and script analysis to revise physical, vocal, and physiological choices impacting the believability and relevance of a drama/theatre work.
- TH:Pr5A.II Develop and refine artistic techniques and work for presentation: c. Demonstrate appropriate audience etiquette for the venue, purpose, and style.
- TH:P11B.II Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding: a. Formulate creative choices for a devised or scripted drama/theatre work based on theatre research about the selected topic.

Essential Questions:

1. How can students write and perform introductions for their chosen event to help improve understanding of their themes surrounding human nature?
2. How does understanding the subtext of a piece or selection help us create a more authentic performance?
3. How can students use their unique, lived experiences to find a text that connects with them personally?
4. How can students utilize performance feedback to understand how their writing choices impact their audience's understanding and experience?
5. How can students use transitional phrases to help improve their own and their audience's understanding of their purpose?

Enduring Understanding/Big Ideas:

1. Students will write and perform introductions that explicitly connect to the world around them in ways that reinforce their themes and lessons.
2. Students will analyze the difference between textual and subtextual themes and ideas.
3. Students will demonstrate a connection between themselves and a text by writing introductions that express their own unique style and story.
4. Students will revise their writing to better address both teacher, competition, and peer feedback in order to improve their own organization, purpose, and tone.
5. Students will revise their writing to better address both teacher, competition, and peer feedback in order to improve their own word choice, syntax, and style.
6. Students will employ transitional phrases and techniques in order to communicate major changes in time, theme, and location.

Unit Vocabulary:

● Character ● Climax ● Conclusion ● Conflict ● Context ● Denouement ● Dialogue ● Diction ● Exposition ● Objective ● Pitch ● Projection ● Rising Action ● Style	● Subtext ● Transition ● Ad-Lib ● Character Pop ● Cutting ● Interpretation ● Dramatic Interpretation ● Humorous Interpretation ● Focal Point ● Improvise ● Individual Events ● Introduction ● Motivation ● Muscle Memory	● Off-Stage Focus ● Pacing ● Pantomime ● Rehearsal ● Script ● Teaser ● Tournament Dress
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Engaging Scenario

An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.

Engaging Scenario 4 blocks

Final Performance in front of class. The class audience will evaluate each performance using MSHSAA event ballots. Audience members will give at least three positive and three constructive comments per performance. We refer to them as roses and thorns. Performers can then use completed rubric and roses and thorns to correct performances in preparation for competition at tournaments.

Aspect	Excellent (A) 10 points	Good (B) 8 points	Satisfactory (C) 6 points	Needs Improvement (D) 4 points	Score
Introduction	(1) Gains the attention of the Audience, (2) Clearly identifies the moral (3) Establishes title (4) Establishes author	Meets any three of the four criteria	Meets any two of the four criteria	Meets only one of the four criteria	
Preparation	Completely prepared, has obviously rehearsed the performance	Prepared, but could use additional rehearsals	Somewhat prepared, but it seems that the Interp. was not rehearsed	Unprepared	
Enthusiasm	Facial	Facial expression	Facial expression	Apparent	

	expression and body language convey strong enthusiasm and interest	and body language sometimes convey strong enthusiasm and interest	and body language seem contrived	disinterest in the topic	
Use of Language	No major pauses or uhms uhs ers	A few pauses or uhms or erss	A few major pauses or moments of filler	Lots of pauses and filler	
Tempo	Speaks neither too quickly nor too slowly	Speaks either slightly too quickly or too slowly	Speaks either too quickly or too slowly	Tempo of speech is inappropriate	
Clarity	Speaks clearly and distinctly all the time, no mispronounce words	Speaks clearly and distinctly nearly all the time, no more than one mispronounced word	Speaks clearly and distinctly most of the time, no more than one mispronounced word	Often mumbles or cannot be understood, more than one mispronounced word	
Time	Within allotted time	Within 10% of allotted time	Within 20% of allotted time	Not within 20% of allotted time	
Volume	Speaker is always audible with pleasant voice	Speaker is usually audible with only a few small quiet moments	Lots of moments when audience cannot hear	Speaker is never audible	
Characterization	All characters are developed well with different voices and physicals	Most characters are developed well with different voices and physicals	One character is at least developed well	No difference between character and student	
Memorization	100% memorized	90% memorized	80% memorized	70% or less memorized	
					/100

Topic 1: Introduction to Humorous/Dramatic Interpretation

Engaging Experience 1

Title: Structure of Humorous/Dramatic Interpretation

Suggested Length of Time: 4 blocks

Standards Addressed:

- Priority Standard: [11-12.RL.1.D](#)
- Priority Standard: [11-12.RL.2.B](#)
- Priority Standard: [11-12.W.3.A.d](#)
- Supporting Standard: TH:CR1.A.11

Detailed Description/Instructions:

The teacher will lead guided instruction of the structure of HI/DI including examples from last year's National Speech and Debate National Tournament and in class performances from varsity members. After watching examples, the class will participate in a discussion facilitated by the teacher that aims to have students understand which interpretation they would prefer performing. The teacher will ultimately begin dividing students into HI and DI groups for the subsequent activities.

Engaging Experience 2

Title: Picking an Appropriate Piece

Suggested Length of Time: 4 blocks

Standards Addressed:

- Priority Standard: [11-12.RL.1.D](#)
- Priority Standard: [11-12.RL.2.B](#)
- Supporting Standard: 11-12.RI.2.A
- Supporting Standard: TH:CR2A.11

Detailed Description/Instructions: Students will lead a discussion over good drama and comedy. The discussion will produce a list of qualities good performances include. Students will also isolate areas of controversy and “risky” moves or subject matter that should either be avoided or approached with caution. Students will then look for cuttings from the cutting file or will start their own cuttings.

Engaging Experience 3

Title: Writing an Introduction

Suggested Length of Time: 4 blocks

Standards Addressed:

- Priority Standard: [11-12.RL.1.D](#)
- Priority Standard: [11-12.RL.2.B](#)
- Priority Standard: [11-12.W.2.A](#)
- Priority Standard: [11-12.W.3.A.d](#)
- Supporting Standard: 11-12.RI.2.A
- Supporting: TH:CR3A.ll

Detailed Description/Instructions: The teacher will facilitate guided instruction over the different elements of an introduction and teaser. Students will write their performance introduction and have it reviewed by peers or the teacher. This can go through a number of cycles of peer editing. They will then revise the introduction until it is signed off by the teacher.

Engaging Experience 4

Title: Memorizing & Refining Performances

Suggested Length of Time: 4 blocks

Standards Addressed:

- Priority Standard: [11-12.RL.1.D](#)
- Priority Standard: [11-12.RL.2.B](#)
- Priority Standard: [11-12.W.2.A](#)
- Priority Standard: [11-12.W.3.A.d](#)
- Supporting Standard: 11-12.RI.2.A
- Supporting: TH:CR3A.ll

Detailed Description/Instructions: Students will partner with another student to memorize and practice their performance. It is preferred to partner a novice student with a varsity student to create a mentorship program as well as it builds commodity within the course. As students work through memorizing their lines, the other partner should provide feedback on characterization and clarity of the cutting of the performance. Final performances will take place in front of the class and will be evaluated by the events tournament readiness and the preparation the students have put into the performance as measured by the rubric.

Topic 2: Competition Reflection & Tracking

Engaging Experience 1

Title: Continuous Performance Reflection

Suggested Length of Time: 3 blocks

Standards Addressed

- Priority Standard: [11-12.RL.2.B](#)
- Priority Standard: [11-12.W.3.A.a](#)
- Priority Standard: [11-12.W.3.A.b](#)
- Priority Standard: [11-12.W.3.A.d](#)
- Supporting Standard: 11-12.SL.1.A
- Supporting: TH:P11B.11

Detailed Description/Instructions:

This activity can and should be repeated after every tournament. Each student will examine their ballots from the previous tournaments. Either through classroom discussion or through written evaluation the students will share what worked as well as what needs to be improved. The students will then file their ballots in the appropriate area and start to prepare for the next tournament.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
1: Introduction to Humorous/Dramatic Interpretation	Introduction of HI/DI	The teacher provides guided instruction on HI/DI structure with examples from Nationals and varsity performances. After discussion on preferred interpretation, the teacher begins dividing students into HI and DI groups.	4 blocks
1: Introduction to Humorous/Dramatic Interpretation	Picking an Appropriate Piece	Students lead a discussion on qualities of good drama and comedy, identifying risky areas to avoid or approach carefully. They then select cuttings from the file or begin new ones.	4 blocks
1: Introduction to Humorous/Dramatic Interpretation	Writing and Introduction	The teacher gives guided instruction on introductions and teasers. Students draft, peer/teacher review, and revise their introductions until approved.	4 blocks
1: Introduction to Humorous/Dramatic Interpretation	Memorizing and Refining Performances	Students partner (novice with varsity when possible) to memorize, practice, and give feedback on characterization and clarity. Final performances are evaluated for tournament readiness using a rubric.	4 blocks
2: Competition Reflection and Tracking	Continuous Performance Reflection	After each tournament, students review ballots to identify strengths and needed improvements. They share reflections, file ballots, and prepare for the next competition.	3 blocks
Engaging Scenario: Students give final performances for the class. Peers evaluate with MSHSAA ballots, giving three “roses” and three “thorns.” Performers use feedback and rubrics to prepare for tournaments.			4 blocks

Unit 2: Individual Events

Subject: HS Forensics

Grade: 9-12

Name of Unit: Individual Events

Length of Unit: 28

Overview of Unit: Students will learn Duo Interpretation, Platform Events, and POI, to prepare for tournament competition.

Priority Standards for unit:

- [11-12.RL.1.D](#) Using appropriate text, determine two or more themes in a text, analyze their development throughout the text, and relate the themes to human nature and the world; provide an objective and concise summary of the text.
- [11-12.RL.2.B](#) Analyze a case in which recognizing point of view requires distinguishing what is directly stated in a text from what is implied.
- [11-12.RI.1.A](#) Draw conclusions, infer, and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including where the text leaves matters uncertain.
- [11-12.W.2.A](#) Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.
- [11-12.W.3.A.a](#) Review, revise, and edit writing with consideration for the task, purpose, and audience. Organization and content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and enhance the reader's understanding of and experience with the text by making choices regarding organization and content
- [11-12.W.3.A.b](#) Review, revise, and edit writing with consideration for the task, purpose, and audience. Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language functions in different contexts and enhance the reader's understanding of the text.
- [11-12.W.3.A.d](#) Review, revise, and edit writing with consideration for the task, purpose, and audience. Use a variety of appropriate transitions to clarify relationships, connect ideas and claims, and signal time shifts.

Supporting Standards for unit:

- 11-12.RI.2.A Evaluate how an author's choices to structure specific parts of a text contribute to a text's overall meaning and its aesthetic impact.
- 11-12.W.3.A.e Review, revise, and edit writing with consideration for the task, purpose, and audience. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

- 11-12.SL.1.A Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
- 11-12.SL.2.A Speak audibly and to the point, using conventions of language as appropriate to task, purpose, and audience when presenting including fluent and clear articulation, strategically varying volume, pitch, and pace to consistently engage listeners.
- TH:Pr6A.II Convey meaning through the presentation of artistic work: a. Present a drama/theatre work using creative processes that shape the production for a specific audience.
- TH:P9A.II Apply criteria to evaluate artistic work: b. Construct meaning in a drama/theatre work, considering personal aesthetics and knowledge of production elements while respecting others' interpretations.

Essential Questions:

1. How can students write and perform introductions for their chosen event to help improve understanding of their themes surrounding human nature?
2. How does understanding the subtext of a piece or selection help us create a more authentic performance?
3. How can students use academic research to reinforce their arguments in their platform events?
4. How can students use their unique, lived experiences to find a text that connects with them personally?
5. How can students utilize performance feedback to understand how their writing choices impact their audience's understanding and experience?
6. How can students use transitional phrases to help improve their own and their audience's understanding of their purpose?

Enduring Understanding/Big Ideas:

1. Students will write and perform introductions that explicitly connect to the world around them in ways that reinforce their themes and lessons.
2. Students will analyze the difference between textual and subtextual themes and ideas.
3. Students will perform intensive research into their chosen topic areas to provide their audience with deeper analysis and understanding of their topic area(s).
4. Students will demonstrate a connection between themselves and a text by writing introductions that express their own unique style and story.
5. Students will revise their writing to better address both teacher, competition, and peer feedback in order to improve their own organization, purpose, and tone.
6. Students will revise their writing to better address both teacher, competition, and peer feedback in order to improve their own word choice, syntax, and style.
7. Students will employ transitional phrases and techniques in order to communicate major changes in time, theme, and location.

Unit Vocabulary:

● Character ● Climax ● Conclusion ● Conflict ● Context ● Denouement ● Dialogue ● Diction ● Exposition ● Objective ● Pitch ● Projection ● Rising Action ● Style	● Subtext ● Transition ● Ad-Lib ● Character Pop ● Cutting ● Duet Acting ● Focal Point ● Improvise ● Individual Events ● Interpret ● Interpretation ● Introduction ● Motivation ● Muscle Memory	● Off-Stage Focus ● Pacing ● Pantomime ● Rehearsal ● Script ● Teaser ● Tournament Dress ● Platform Events ● Limited Prep Events
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Engaging Scenario

An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.

Engaging Scenario 4 blocks

The differentiated instruction unit will use the individual performances as the Engaging Scenario. Where possible, the rubric for said event has been included in the individual unique engaging experience.

Topic 1: Duo Interpretation

Engaging Experience 1

Title: Introduction to Duo Interpretation and Picking a Piece

Suggested Length of Time: 4 blocks

Standards Addressed

- Priority Standard: [11-12.RL.1.D](#)
- Priority Standard: [11-12.RL.2.B](#)
- Priority Standard: [11-12.W.3.A.d](#)
- Supporting Standard: 11-12.RI.2.A
- Supporting Standard: TH:PR6A.11

Detailed Description/Instructions:

The teacher will introduce duo interpretation through class or online performances. Students will then be assigned a partner and with the partner they will look through the cutting file or create a unique cutting based on their own interests.

Engaging Experience 2

Title: Learning Blocking and Perfecting Performance

Suggested Length of Time: 4 blocks

Standards Addressed

- Priority Standard: [11-12.RL.2.B](#)
- Priority Standard: [11-12.W.3.A.a](#)
- Supporting Standard: 11-12.SL.1.A
- Supporting Standard: TH:P11B.11

Detailed Description/Instructions:

Students will learn through direct instruction the three different types of blocking and the difference between onstage and offstage focus. Students will use that information to refine and perfect their own performance.

Engaging Experience 3

Title: Final Performance and Reflection

Suggested Length of Time: 4 blocks

Standards Addressed

- Priority Standard: [11-12.RL.2.B](#)
- Priority Standard: [11-12.W.3.A.a](#)
- Priority Standard: [11-12.W.3.A.b](#)
- Priority Standard: [11-12.W.3.A.d](#)
- Supporting Standard: 11-12.SL.1.A
- Supporting Standard: TH:P9A.11

Detailed Description/Instructions:

Students will perform in front of class an interpretation. The rest of class will critique the performance. Using classroom critiques as well as the rubric and score provided by the teacher the students will reflect on their own performances.

Blocking <i>Total Blocking Score:</i>	Piece is Fully Blocked. Performance has creative movement and is entirely compelling and interesting. (25-20)	Piece is only partially blocked. Movement is only basic and does not compel action. (15-19)	Little to no blocking. Movement is not interesting. Movement is accidently and is not creative. (0-15)
Introduction: <i>Total Introduction Score:</i>	All elements of introduction are present. Introduction is both interesting and descriptive (25-20)	2 or more elements of the introduction are present. The Introduction is either interesting or descriptive (15-19)	Introduction is missing three or more elements. The introduction is neither descriptive nor interesting. (0-15)
Memorization: <i>Total Memorization Score:</i>	The script is entirely memorized. There are no slipups caused by memory. The performance is entirely fluid (25-20)	The Script is only partially memorized. There are sizable gaps in memory that lead to breaks in the action. (15-19)	Large holes in memorization or the piece is not memorized at all. Memorization makes the performance drag and negatively impacts the overall performance. (0-15)
Interpretation/ Characterization <i>Total Interpretation/ Characterization Score:</i>	Characters are well formed and there is a distinct difference between performer and character. If pops are necessary they are crisp and clean and lead to distinctive characters (25-20)	Characters either sound different or look different but are not entirely distinctive. If there are pops they are weak and sloppy and fade throughout the piece (15-19)	There is not character development. Each character sounds the same and there is little to no difference between character and performer. (0-15)

Topic 2: Speaking Events

Engaging Experience 1

Title: Extemporaneous Speaking

Suggested Length of Time: 4 blocks

Standards Addressed

- Priority Standard: [11-12.RL.1.D](#)
- Priority Standard: [11-12.RL.2.B](#)
- Priority Standard: [11-12.RI.1.A](#)
- Priority Standard: [11-12.W.2.A](#)
- Priority Standard: [11-12.W.3.A.a](#)
- Priority Standard: [11-12.W.3.A.b](#)
- Priority Standard: [11-12.W.3.A.d](#)
- Supporting Standard: 11-12.RI.2.A
- Supporting Standard: 11-12.W.3.A.e

Detailed Description/Instructions:

The teacher will provide guided instruction of the format and time limits of Extemporaneous. The class will also examine the differences between Domestic and Foreign Extemporaneous. Finally, each student will be assigned a current event. They will research and present a multimedia presentation that reflects the history and current situation of that current event. This activity will culminate in a list of questions about the current event. Those questions will then act as the base for an Extemporaneous Speech that answers the questions in the tradition of either Domestic or Foreign Extemporaneous Speaking at tournaments.

Engaging Experience 2

Title: Oratory and Info

Suggested Length of Time: 4 blocks

Standards Addressed

- Priority Standard: [11-12.RL.1.D](#)
- Priority Standard: [11-12.RL.2.B](#)
- Priority Standard: [11-12.RI.1.A](#)
- Priority Standard: [11-12.W.2.A](#)
- Priority Standard: [11-12.W.3.A.a](#)
- Priority Standard: [11-12.W.3.A.b](#)
- Priority Standard: [11-12.W.3.A.d](#)
- Supporting Standard: 11-12.RI.2.A

Detailed Description/Instructions:

The teacher will play some examples of Original Oratory and Informative Speaking from the [NSDA website](#). Through direct instruction the teacher will introduce elements of Original Oratory and Informative Speaking. Through a series of activities, the students will pick a topic and start to research, write and revise their speeches.

Rubric:

- Oratory Idea Sheet (25 points)
 - Were all parts completed?
 - Was serious thought evident?
 - Were the topic sentences clearly worded and structured?
 - Was a viable topic chosen?
- Basic Research Bibliography (25 points)
 - Were quality sources chosen or just the first ones on the computer?
 - Were a variety of sources chosen?
 - Was the bibliography form clear and understandable?
 - Did the student go beyond the basic minimum requirement?
- Persuasive Support Worksheet (50 points)
 - Are all blanks completed?
 - Was serious thought evident?
 - Will the support be useful as material in the oration?
- 1st Draft (50 points)
 - Are all steps in the outline present? Is it neat?
 - Is there more than a minimal effort evident?
 - Have previous steps in the assignment been incorporated in the draft?
- 2nd Draft (50 points)
 - Are all steps in the outline present? Is it neat?
 - Is there more than a minimal effort evident?
 - Have previous steps in the assignment been incorporated in the draft?
- Final Draft (to be turned in after performance) (100 points)
 - Is the oration tournament-ready?
 - Is it clear that the oration is the product of all the steps of the assignment?
 - Was the performance of the speech competent?

Topic 3: Programmed Oral Interpretation

Engaging Experience 1

Title: POI

Suggested Length of Time: 4 blocks

Standards Addressed

- Priority Standard: [11-12.RL.2.B](#)
- Supporting Standard: 11-12.SL.2.A

Detailed Description/Instructions:

Students will be presented with examples of completed POI performances either through in-class performance or through the [NSDA website](#). The students will then look for and develop their own POI cutting. They will then spend time with partners finalizing a cutting, working on blocking and finalizing their performances to be performed in class.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
1: Duo Interpretation	Introduction to Duo Interpretation and Picking a Piece	The teacher introduces Duo Interpretation with sample performances. Students are assigned partners and choose or create cuttings based on their interests.	4 blocks
1: Duo Interpretation	Learning Blocking and Perfecting Performance	Through direct instruction, students learn three types of blocking and the difference between onstage and offstage focus, then apply it to refine their performances.	4 blocks
1: Duo Interpretation	Final Performance and Reflection	Students perform an interpretation for the class, receive peer critiques and teacher feedback, and reflect on their work using the rubric and scores.	4 blocks
2: Speaking Events	Extemporaneous Speaking	The teacher explains Extemporaneous format, time limits, and Domestic vs. Foreign categories. Students research a current event, create a multimedia presentation with background and context, generate guiding questions, and use them to prepare an Extemporaneous Speech.	4 blocks
2: Speaking Events	Oratory and Informative Speaking	The teacher plays NSDA examples of Original Oratory and Informative Speaking and teaches key elements. Students then choose a topic and begin researching, writing, and revising their speeches.	4 blocks
3: Other Events	POI (Programmed Oral Interpretation)	Students view examples of POI, select a topic and cutting, and work with partners on cutting, blocking, and finalizing performances for class.	4 blocks
Engaging Scenario: The differentiated instruction unit will use the individual performances as the Engaging Scenario.			4 blocks

Unit 3: Congressional Debate

Subject: HS Forensics

Grade: 9-12

Name of Unit: Congressional Debate

Length of Unit: 28 blocks

Overview of Unit: Students will learn to participate in Congressional debate to prepare themselves for tournament competition.

Priority Standards for unit:

- [11-12.RL.1.D](#) Using appropriate text, determine two or more themes in a text, analyze their development throughout the text, and relate the themes to human nature and the world; provide an objective and concise summary of the text.
- [11-12.RL.2.B](#) Analyze a case in which recognizing point of view requires distinguishing what is directly stated in a text from what is implied.
- [11-12.RI.1.A](#) Draw conclusions, infer, and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including where the text leaves matters uncertain.
- [11-12.W.2.A](#) Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.
- [11-12.W.3.A.a](#) Review, revise, and edit writing with consideration for the task, purpose, and audience. Organization and content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and enhance the reader's understanding of and experience with the text by making choices regarding organization and content
- [11-12.W.3.A.b](#) Review, revise, and edit writing with consideration for the task, purpose, and audience. Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language functions in different contexts and enhance the reader's understanding of the text.
- [11-12.W.3.A.d](#) Review, revise, and edit writing with consideration for the task, purpose, and audience. Use a variety of appropriate transitions to clarify relationships, connect ideas and claims, and signal time shifts.
- [11-12.SL.1.B](#) Delineate a speaker's argument and claims evaluating the speaker's point of view, reasoning, stance, and evidence in order to propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- [11-12.SL.1.C](#) Respond thoughtfully to diverse perspectives including those presented in diverse media; synthesize claims made on all sides of an issue, and, when warranted,

qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

Supporting Standards for unit:

- 11-12.RI.2.A Evaluate how an author's choices to structure specific parts of a text contribute to a text's overall meaning and its aesthetic impact.
- 11-12.SL.1.A Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
- 11-12.SL.2.A Speak audibly and to the point, using conventions of language as appropriate to task, purpose, and audience when presenting including fluent and clear articulation, strategically varying volume, pitch, and pace to consistently engage listeners.

Essential Questions:

1. How can students write and perform introductions for their chosen event to help improve understanding of their themes surrounding human nature?
2. How does understanding the subtext of a piece or selection help us create a more authentic performance?
3. How can students use academic research to reinforce their arguments in their platform events?
4. How can students use their unique, lived experiences to find a text that connects with them personally?
5. How can students utilize performance feedback to understand how their writing choices impact their audience's understanding and experience?
6. How can students use transitional phrases to help improve their own and their audience's understanding of their purpose?
7. How does active listening and engaged notetaking assist students in propelling conversations around various legislation and policies?

Enduring Understanding/Big Ideas:

1. Students will write and perform introductions that explicitly connect to the world around them in ways that reinforce their themes and lessons.
2. Students will analyze the difference between textual and subtextual themes and ideas.
3. Students will perform intensive research into their chosen topic areas to provide their audience with deeper analysis and understanding of their topic area(s).
4. Students will demonstrate a connection between themselves and a text by writing introductions that express their own unique style and story.
5. Students will revise their writing to better address both teacher, competition, and peer feedback in order to improve their own organization, purpose, and tone.
6. Students who actively listen and take cogent notes can more accurately contribute to a well-informed and critical discussion of legislative concerns.

Unit Vocabulary:

- | | |
|---------------------------|---------------------------|
| ● Answer | ● Presiding Officer |
| ● Ballot | ● Resolution |
| ● Claim | ● Robert's Rules of Order |
| ● Evidence | ● Speech of Affirmation |
| ● Amendment | ● Speech of Negation |
| ● Bill | ● Impact |
| ● Docket | ● Question |
| ● Parliamentarian | ● Speech |
| ● Parliamentary Procedure | ● Warrant |

Engaging Scenario

An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.

Engaging Scenario 5 blocks

Following the same practice congress scenario found in Topic 3: Engaging Experience 1, students will participate in an official student congress session where they will be formally evaluated by the teacher on their written speeches, delivery, and ability to pose and answer questions, and overall participation. Students will be evaluated using the [NSDA Congressional Debate ballot](#).

Topic 1: Introduction to Student Congress

Engaging Experience 1

Title: Introduction to Congressional Debate

Suggested Length of Time: 4 blocks

Standards Addressed

- Priority Standard: [11-12.RL.1.D](#)
- Priority Standard: [11-12.RL.2.B](#)
- Priority Standard: [11-12.SL.1.B](#)
- Priority Standard: [11-12.SL.1.C](#)
- Priority Standard: [11-12.W.2.A](#)
- Priority Standard: [11-12.W.3.A.d](#)
- Supporting Standard: 11-12.SL.1.A

Detailed Description/Instructions: As an introduction to [Congressional Debate](#), the teacher leads classroom discussion on the function of both houses of congress and the different types of legislation including but not limited to resolutions, bills, and amendments.

Topic 2: Writing Congressional Speeches

Engaging Experience 1

Title: Exploring Speeches of Affirmation and Negation

Suggested Length of Time: 3 blocks

Standards Addressed

- Priority Standard: [11-12.RL.1.D](#)
- Priority Standard: [11-12.RL.2.B](#)
- Priority Standard: [11-12.RI.1.A](#)
- Priority Standard: [11-12.SL.1.B](#)
- Priority Standard: [11-12.SL.1.C](#)
- Priority Standard: [11-12.W.2.A](#)
- Priority Standard: [11-12.W.3.A.d](#)

Detailed Description/Instructions: Using the [NSDA Topics Page](#), students work as a class to unpack one piece of legislation. Half of class will develop strategies in affirmation while the other half will develop arguments and strategies in negation. [Congress Speech Template](#)

Engaging Experience 2

Title: Formal Writing of Speeches of Affirmation and Negation

Suggested Length of Time: 5 blocks

Standards Addressed:

- Priority Standard: [11-12.W.2.A](#)
- Priority Standard: [11-12.W.3.A.a](#)
- Priority Standard: [11-12.W.3.A.b](#)
- Priority Standard: [11-12.W.3.A.d](#)
- Priority Standard: [11-12.SL.1.B](#)
- Priority Standard: [11-12.SL.1.C](#)
- Supporting Standard: 11-12.RI.1.A

Detailed Description/Instructions: Using the [NSDA topics page](#), the students will begin to develop individual speeches of affirmation and negation on several pieces of legislation for use in classroom student congress sessions.

Topic 3: Mock Congressional Debate Session

Engaging Experience 1

Title: Practice Sessions

Suggested Length of Time: 10 blocks

Standards Addressed:

- Priority Standard: [11-12.RL.2.B](#)
- Supporting Standard: 11-12.SL.2.A

Detailed Description/Instructions: With the teacher functioning as parliamentarian and Presiding Officer, students will engage in a mock congress session(s) in order to learn and practice proper procedure as well as deliver speeches of affirmation and negation. They will also learn to ask appropriate questions at the appropriate time.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
1: Introduction to Student Congress	Introduction to Congressional Debate	Students discuss key features of congressional debate.	4 blocks
2: Writing Congressional Speeches	Exploring Speeches of Affirmation and Negation	Students unpack one piece of legislation with half developing arguments/strategies in affirmative and half developing arguments/strategies in negation.	3 blocks
2: Writing Congressional Speeches	Formal Writing of Speeches of Affirmation and Negation	Students develop individual speeches of affirmation and negation on several pieces of legislation for use in classroom student congress session(s).	5 blocks
3: Mock Congressional Debate Sessions	Practice Sessions	Students engage in mock congress session(s) to practice proper procedure, speech delivery, and questioning.	10 blocks
Engaging Scenario: Students participate in a formal student congress session wherein they will be evaluated on their written speeches, delivery, and ability to pose and answer questions.			5 blocks

Learning Target Appendix

Below, each priority standard for this course is unwrapped into student-friendly learning targets.

Priority Standard: 11-12.RL.1.D Using appropriate text, determine two or more themes in a text, analyze their development throughout the text, and relate the themes to human nature and the world; provide an objective and concise summary of the text.	
Learning Targets	Webb's DOK Level
	Bloom's Level
Students will determine two or more themes in a text.	2
	Apply
Students will analyze the development of themes throughout a text.	3
	Analyze
Students will relate the theme in a text to human nature and the world.	3
	Analyze
Students will provide an objective and concise summary of the text.	1
	Understand
Priority Standard: 11-12.RL.2.B Analyze a case in which recognizing point of view requires distinguishing what is directly stated in a text from what is implied.	
Learning Targets	Webb's DOK Level
	Bloom's Level
Students will analyze point of view in a text.	3
	Analyze

Students will recognize when point of view is directly stated in a text.	1
	Understand
Students will recognize when point of view is implied in a text.	1
	Understand
Priority Standard: 11-12.RI.1.A Draw conclusions, infer, and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including where the text leaves matters uncertain.	
Learning Targets	Webb's DOK Level
	Bloom's Level
Students will draw conclusions by citing textual evidence that supports the analysis of what the text says explicitly.	3
	Analyzing
Students will make inferences based on an analysis of what the text says explicitly.	3
	Analyzing
Students will cite relevant and thorough textual evidence to support inferences drawn from the text.	3
	Analyzing
Students will make inferences based on analysis of where the text leaves matters uncertain.	3
	Evaluating

Priority Standard: 11-12.W.2.A Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.

Learning Targets	Webb's DOK Level
	Bloom's Level
Students will follow a writing process focusing on development, organization, style, and voice to produce clear and coherent writing.	2
	Applying
Students will follow a writing process appropriate to the task, purpose, and audience to produce clear and coherent writing.	2
	Applying
Students will self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.	3
	Analyzing

Priority Standard: 11-12.W.3.A.a. Review, revise, and edit writing with consideration for the task, purpose, and audience. Organization and content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and enhance the reader's understanding of and experience with the text by making choices regarding organization and content

Learning Targets	Webb's DOK Level
	Bloom's Level
Students will review, revise, and edit writing with consideration for the task, purpose, and audience.	2
	Applying
Students will organize the content of writing by introducing the topic, maintaining a clear focus throughout the text, and providing a conclusion that follow from a text.	2
	Applying

Students will achieve a purpose and enhance the reader's understanding of and experience with a text by making choices regarding organization.	3
	Analyzing
Students will achieve a purpose and enhance the reader's understanding of and experience with a text by making choices regarding content.	3
	Analyzing
Priority Standard: 11-12.W.3.A.b Review, revise, and edit writing with consideration for the task, purpose, and audience. Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language functions in different contexts and enhance the reader's understanding of the text.	
Learning Targets	Webb's DOK Level
	Bloom's Level
Students will review, revise, and edit writing with consideration for the task, purpose, and audience.	2
	Apply
Students will choose precise language to reflect an understanding of how language functions in different contexts and enhances the reader's understanding of the text.	2
	Apply
Students will make syntactical choices to reflect an understanding of how language functions in different contexts and enhances the reader's understanding of the text.	2
	Apply
Priority Standard: 11-12.W.3.A.d Review, revise, and edit writing with consideration for the task, purpose, and audience. Use a variety of appropriate transitions to clarify relationships, connect ideas and claims, and signal time shifts.	
Learning Targets	Webb's DOK Level
	Bloom's Level
Students will review, revise, and edit writing with consideration for the task, purpose, and audience.	2
	Applying

Students will use a variety of appropriate transitions to clarify relationships within a piece of writing.	2
	Applying
Students will use a variety of appropriate transitions to connect ideas and claims within a piece of writing.	2
	Applying
Students will use a variety of appropriate transitions to signal time shift within a piece of writing.	2
	Applying

Priority Standard: 11-12.SL.1.B Delineate a speaker’s argument and claims evaluating the speaker’s point of view, reasoning, stance, and evidence in order to propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

Learning Targets	Webb’s DOK Level
	Bloom’s Level
Students will delineate a speaker’s argument and claims.	4
	Evaluating
Students will evaluate the speaker’s point of view, reasoning, stance, and evidence in order to propel conversations.	4
	Evaluating
Students will pose and respond to questions that probe reasoning and evidence.	4
	Creating
Students will ensure a hearing for a full range of positions on a topic or issue.	4
	Evaluating

Students will clarify, verify, or challenge ideas and conclusions.	3
	Analyzing
Students will promote divergent and creative perspectives.	4
	Creating
Priority Standard: 11-12.SL.1.C Respond thoughtfully to diverse perspectives including those presented in diverse media; synthesize claims made on all sides of an issue, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.	
Learning Targets	Webb's DOK Level
	Bloom's Level
Students will respond thoughtfully to diverse perspectives during collaboration, including those presented in diverse media.	3
	Analyzing
Students will synthesize claims made on all sides of an issue and, when warranted, qualify or justify his/her own views and understanding during collaboration.	4
	Evaluating
Students will make new connections in light of the evidence and reasoning presented during collaboration.	4
	Creating

Unit of Study Terminology

Appendices: All Appendices and supporting material can be found in this course's shell course in the District's Learning Management System.

Assessment Leveling Guide: A tool to use when writing assessments in order to maintain the appropriate level of rigor that matches the standard.

Big Ideas/Enduring Understandings: Foundational understandings teachers want students to be able to discover and state in their own words by the end of the unit of study. These are answers to the essential questions.

Engaging Experience: Each topic is broken into a list of engaging experiences for students. These experiences are aligned to priority and supporting standards, thus stating what students should be able to do. An example of an engaging experience is provided in the description, but a teacher has the autonomy to substitute one of their own that aligns to the level of rigor stated in the standards.

Engaging Scenario: This is a culminating activity in which students are given a role, situation, challenge, audience, and a product or performance is specified. Each unit contains an example of an engaging scenario, but a teacher has the ability to substitute with the same intent in mind.

Essential Questions: Engaging, open-ended questions that teachers can use to engage students in the learning.

Priority Standards: What every student should know and be able to do. These were chosen because of their necessity for success in the next course, the state assessment, and life.

Supporting Standards: Additional standards that support the learning within the unit.

Topic: These are the main teaching points for the unit. Units can have anywhere from one topic to many, depending on the depth of the unit.

Unit of Study: Series of learning experiences/related assessments based on designated priority standards and related supporting standards.

Unit Vocabulary: Words students will encounter within the unit that are essential to understanding. Academic Cross-Curricular words (also called Tier 2 words) are those that can be found in multiple content areas, not just this one. Content/Domain Specific vocabulary words are those found specifically within the content.