



# 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, 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
6-8 Weeks	Introduction to Humorous and Dramatic Interpretation	Topic 1: Introduction to Humorous/Dramatic Interpretation Topic 2: Competition Reflection and Tracking
6-8 weeks	Individual Events	Topic 1: Duo Interpretation Topic 2: Speaking Events Topic 3: Other
4 Weeks	Congressional Debate	Topic 1: Introduction to Student Congress Topic 2: Writing Congressional Speeches Topic 3: Mock Congressional

## Unit 1: Introduction to Humorous and Dramatic Interpretation

**Subject:** Forensics

**Grade:** 9-12

**Name of Unit:** Humorous and Dramatic Interpretation

**Length of Unit:** 6 Weeks

**Overview of Unit:** The 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.
- 9-12.PP.1.B. Utilize warm-up techniques for preparation of body, voice and mind
- 9-12.PP.1.B. Improvise using emotional and sensory recall
- 9-12.AP.1.B. Articulate, justify, and apply personal criteria for critiquing dramatic texts and performances
- 9-12.PP.1.F. Rehearse, polish, and present a performance for a class or invited audience

### **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.RI.2.B Analyze a text in which the author's point of view is not obvious and requires distinguishing what is directly stated from what is implied.
- 11-12.W.3.A Review, Revise, and edit writing with consideration for the task, purpose, and audience.
  - a. 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 within the text by making choices regarding organization and content.
  - b. 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.
  - c. Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage including spelling and punctuation.
  - d. Use a variety of appropriate transitions to clarify relationships and connect ideas, claims, and signal time shifts.

- e. Use technology, including the Internet, to product, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
- 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.
- ISTE-EMPOWERED LEARNER.1: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.
- ISTE-DIGITAL CITIZEN.2: Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.
- TT.AB.D.6: Students will express comfort with people who are both similar to and different from them and engage respectfully with all people.

<b>Unwrapped Concepts (Students need to know)</b>	<b>Unwrapped Skills (Students need to be able to do)</b>	<b>Bloom's Taxonomy Levels</b>	<b>Webb's DOK</b>
Two or more themes in a text	Determine	Analyze	3
Development of two or more themes throughout the text	Analyze	Analyze	3
Themes to human nature and the world	Relate	Analyze	3
An objective and concise summary of the text	Provide	Understand	3
warm-up techniques for preparation of body, voice and mind	Utilize	Apply	3
using emotional and sensory recall	Improvise	Create	2
personal criteria for critiquing dramatic texts and performances	Articulate	Evaluate	3
and apply personal criteria for critiquing dramatic texts and performances	Justify	Create	3
personal criteria for critiquing dramatic texts and performances	Apply	Apply	3
writing through improvising, writing, and refining scripts	Script	Create	4
a performance for a class or invited audience	Rehearse	Remember	1
and present a performance for a class or invited audience	Polish	Evaluate	3
a performance for a class or invited audience	Present	Create	4

**Essential Questions:**

1. How is Interpretation different than acting?
2. Why is it important to rehearse?
3. How is a performance structured?
4. How do publication standards impact what can be performed?
5. How is Humorous Interpretation different than Dramatic Interpretation?

**Enduring Understanding/Big Ideas:**

1. Interpretation is a presentation that is devoid of costumes and props. It synthesizes a larger script rather than reading and memorizing directly from one provided. Interpretation also uses extensive pantomime to provide a sense of time and setting.
2. Rehearsal is an integral part of the process because it allows us to self-evaluate and improve on our performances. Students will be able to reflect on how they have improved from one rehearsal to the next.
3. Students will demonstrate an understanding that performances must be between eight and ten minutes with a thirty second grace period on either side. Students will also articulate how structurally a performance should be laid out (teaser, introduction, etc.). The students will create a teaser and introduction that reflects an understanding of that process.
4. Students will articulate that only published works that can be obtained in hard copy may be performed at tournaments.
5. Students will identify the different characteristics of comedy and drama, such as but not limited to, conflict, tension, farce, motivation and humor. The students will also create a cutting that fits within one of these paradigms.

**Unit Vocabulary:**

Academic Cross-Curricular Words	Content/Domain Specific
<ul style="list-style-type: none"><li>● Character</li><li>● Climax</li><li>● Conclusion</li><li>● Conflict</li><li>● Context</li><li>● Denouement</li><li>● Dialogue</li><li>● Diction</li><li>● Exposition</li><li>● Objective</li><li>● Pitch</li><li>● Projection</li></ul>	<ul style="list-style-type: none"><li>● Ad-Lib</li><li>● Character Pop</li><li>● Cutting</li><li>● Dramatic Interpretation</li><li>● Focal Point</li><li>● Humorous Interpretation</li><li>● Improvise</li><li>● Individual Events</li><li>● Interpretation</li><li>● Interpretation</li><li>● Introduction</li><li>● Motivation</li></ul>

<ul style="list-style-type: none"> <li>● Rising Action</li> <li>● Style</li> <li>● Subtext</li> <li>● Transition</li> </ul>	<ul style="list-style-type: none"> <li>● Muscle Memory</li> <li>● Off Stage Focus</li> <li>● Pacing</li> <li>● Pantomime</li> <li>● Rehearsal</li> <li>● Script</li> <li>● Teaser</li> <li>● Tournament Dress</li> </ul>
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**Resources for Vocabulary Development:** Use quality tools and/or vocabulary pre-assessment.  
A free login to SpeechandDebate.org is provided by the district for added help and enrichment.

## Topic 1: Introduction to Humorous/Dramatic Interpretation

### **Engaging Experience 1**

**Title:** Structure of Humorous/Dramatic Interpretation

**Suggested Length of Time:** 1 Day

#### **Standards Addressed**

##### *Priority:*

- 9-12.PP.1.B. Utilize warm-up techniques for preparation of body, voice and mind
- 9-12.PP.1.B. Improvise using emotional and sensory recall
- 9-12.AP.1.B. Articulate, justify, and apply personal criteria for critiquing dramatic texts and performances

##### *Supporting:*

- TT.AB.D.6: Students will express comfort with people who are both similar to and different from them and engage respectfully with all people.

**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.

**Bloom's Levels:** Apply

**Webb's DOK:** 3

### **Engaging Experience 2**

**Title:** Picking an Appropriate Piece

**Suggested Length of Time:** 2-3 Days

#### **Standards Addressed**

##### *Priority:*

- 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.

##### *Supporting:*

- ISTE-EMPOWERED LEARNER.1: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.
- TT.AB.D.6: Students will express comfort with people who are both similar to and different from them and engage respectfully with all people.

**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.

**Bloom’s Levels:** Create

**Webb’s DOK:** 4

### **Engaging Experience 3**

**Title:** Writing an Introduction

**Suggested Length of Time:** 1 Day

**Standards Addressed**

*Priority:*

- 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.

*Supporting:*

- ISTE-EMPOWERED LEARNER.1: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.
- ISTE-DIGITAL CITIZEN.2: Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.
- TT.AB.D.6: Students will express comfort with people who are both similar to and different from them and engage respectfully with all people.

**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.

**Bloom’s Levels:** Understand

**Webb’s DOK:** 2

### **Engaging Experience 4**

**Title:** Memorizing and Refining Performances

**Suggested Length of Time:** 4-8 Days

**Standards Addressed**

*Priority:*

- 9-12.PP.1.B. Utilize warm-up techniques for preparation of body, voice and mind
- 9-12.PP.1.B. Improvise using emotional and sensory recall

- 9-12.PP.1.F. Rehearse, polish, and present a performance for a class or invited audience

*Supporting:*

- 11-12.RI.2.B Analyze a text in which the author's point of view is not obvious and requires distinguishing what is directly stated from what is implied.
- 11-12.W.3.A Review, Revise, and edit writing with consideration for the task, purpose, and audience.
  - a. 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 within the text by making choices regarding organization and content.
  - b. 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.
  - c. Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage including spelling and punctuation.
  - d. Use a variety of appropriate transitions to clarify relationships and connect ideas, claims, and signal time shifts.
  - e. Use technology, including the Internet, to product, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
- ISTE-EMPOWERED LEARNER.1: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.
- TT.AB.D.6: Students will express comfort with people who are both similar to and different from them and engage respectfully with all people.

**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.

**Bloom's Levels:** Evaluate, Create

**Webb's DOK:** 3, 4



## Topic 2: Competition Reflection and Tracking

### **Engaging Experience 1**

**Title:** Continuous Performance Reflection

**Suggested Length of Time:** 1 Day

#### **Standards Addressed**

*Priority:*

- 9-12.AP.1.B. Articulate, justify, and apply personal criteria for critiquing dramatic texts and performances

*Supporting:*

- TT.AB.D.6: Students will express comfort with people who are both similar to and different from them and engage respectfully with all people.

**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.

**Bloom's Levels:** Evaluate

**Webb's DOK:** 3

## Engaging Scenario

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

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.

### **Rubric for Engaging Scenario:**

Aspect	Excellent (A) 10 Points	Good (B) 8points	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 expression and body language convey strong enthusiasm and interest	Facial expression and body language sometimes convey strong enthusiasm and interest	Facial expression and body language seem contrived	Apparent 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	

Overall Grade: \_\_/100

## Summary of Engaging Learning Experiences for Topics

<b>Topic</b>	<b>Engaging Experience Title</b>	<b>Description</b>	<b>Suggested Length of Time</b>
Introduction to Humorous/ Dramatic Interpretation	Introduction of HI/DI	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.	1 Day
Introduction to Humorous/ Dramatic Interpretation	Picking an Appropriate Piece	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.	2-3 Days
Introduction to Humorous/ Dramatic Interpretation	Writing an Introduction	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	1 Day

		editing. They will then revise the introduction until it is signed off by the teacher.	
Introduction to Humorous/ Dramatic Interpretation	Memorizing and Refining Performances	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.	4-8 Days
Competition Reflection and Tracking	Continuous Performance Reflection	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.	1 Day

## Unit 2: Individual Events

**Subject:** Forensics

**Grade:** 9-12

**Name of Unit:** Individual Events

**Length of Unit:** 6 Weeks

**Overview of Unit:** Students will learn Duo Interpretation 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.
- 9-12.PP.1.B. Utilize warm-up techniques for preparation of body, voice and mind
- 9-12.PP.1.B. Improvise using emotional and sensory recall
- 9-12.AP.1.B. Articulate, justify, and apply personal criteria for critiquing dramatic texts and performances
- 9-12.PP.1.F. Rehearse, polish, and present a performance for a class or invited audience

### **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.RI.2.B Analyze a text in which the author's point of view is not obvious and requires distinguishing what is directly stated from what is implied.
- 11-12.W.3.A Review, Revise, and edit writing with consideration for the task, purpose, and audience.
  - f. 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 within the text by making choices regarding organization and content.
  - g. 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.
  - h. Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage including spelling and punctuation.
  - i. Use a variety of appropriate transitions to clarify relationships and connect ideas, claims, and signal time shifts.

- j. Use technology, including the Internet, to product, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
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- ISTE-EMPOWERED LEARNER.1: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.
- ISTE-DIGITAL CITIZEN.2: Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.
- ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- TT.AB.D.6: Students will express comfort with people who are both similar to and different from them and engage respectfully with all people.

<b>Unwrapped Concepts (Students need to know)</b>	<b>Unwrapped Skills (Students need to be able to do)</b>	<b>Bloom's Taxonomy Levels</b>	<b>Webb's DOK</b>
Two or more themes in a text	Determine	Analyze	3
Development of two or more themes throughout the text	Analyze	Analyze	3
Themes to human nature and the world	Relate	Analyze	3
An objective and concise summary of the text	Provide	Understand	3
warm-up techniques for preparation of body, voice and mind	Utilize	Apply	3
using emotional and sensory recall	Improvise	Create	2
personal criteria for critiquing dramatic texts and performances	Articulate	Evaluate	3
and apply personal criteria for critiquing dramatic texts and performances	Justify	Create	3
personal criteria for critiquing dramatic texts and performances	Apply	Apply	3

writing through improvising, writing, and refining scripts	Script	Create	4
a performance for a class or invited audience	Rehearse	Remember	1

### **Essential Questions:**

1. How is Duo Interpretation different than HI/DI?
2. Why is offstage focus important and how can students use it?
3. How can students find/cut and perform a duo interpretation cutting?
4. How can students properly block a duo interpretation script?
5. How does a duo interpretation teaser and introduction look?
6. How can students identify a supplementary event that will cater to their strengths and weaknesses?

### **Enduring Understanding/Big Ideas:**

1. Duo is different from other events in that it is not subdivided into funny or sad and involves two performers often playing more than one character.
2. Students will demonstrate through their performances that off-stage focus includes an absence of eye contact a shared center focal point in the back of the room. They will also include blocking that signifies off stage focus as well.
3. Students will build off the prior knowledge of HI/DI scripts to find a script that will function well at tournaments. They will also divide up the script in an even fashion giving equal (roughly) amounts of stage time to each performer. They will also divide out who will play each character.
4. Students will learn to adapt a written script to reflect individual movements. The students will also demonstrate proper pantomime in their interactions with one another (they must react to one another's movements in a realistic fashion while maintaining off stage focus).
5. Students will create an introduction and teaser to properly summarize and prepare the audience for the overall performance.
6. Students will explore and understand the unique individual events that are offered at speech tournaments. They will then pick one of those events and prepare a performance based off the guidelines of the event. It should also be noted that this unit can be repeated to allow the students to explore different events if time and students permit.



**Unit Vocabulary:**

<b>Academic Cross-Curricular Words</b>	<b>Content/Domain Specific</b>
<ul style="list-style-type: none"><li>● Character</li><li>● Climax</li><li>● Conclusion</li><li>● Conflict</li><li>● Context</li><li>● Denouement</li><li>● Dialogue</li><li>● Diction</li><li>● Exposition</li><li>● Objective</li><li>● Pitch</li><li>● Projection</li><li>● Rising Action</li><li>● Style</li><li>● Subtext</li><li>● Transition</li></ul>	<ul style="list-style-type: none"><li>● Ad-Lib</li><li>● Character Pop</li><li>● Cutting</li><li>● Duet Acting</li><li>● Focal Point</li><li>● Improvise</li><li>● Individual Events</li><li>● Interpret</li><li>● Interpretation</li><li>● Introduction</li><li>● Motivation</li><li>● Muscle Memory</li><li>● Off Stage Focus</li><li>● Pacing</li><li>● Pantomime</li><li>● Rehearsal</li><li>● Script</li><li>● Teaser</li><li>● Tournament Dress</li></ul>

**Resources for Vocabulary Development:** Use quality tools and/or vocabulary pre-assessment. A free login to [SpeechandDebate.org](http://SpeechandDebate.org) is provided by the district for added help and enrichment.

## Topic 1: Duo Interpretation

### **Engaging Experience 1**

**Title:** Introduction to Duo Interpretation and Picking a Piece

**Suggested Length of Time:** 5 Days

#### **Standards Addressed**

*Priority:*

- 9-12.AP.1.B. Articulate, justify, and apply personal criteria for critiquing dramatic texts and performances

*Supporting:*

- TT.AB.D.6: Students will express comfort with people who are both similar to and different from them and engage respectfully with all people.

**Detailed Description/Instructions:** The teacher will introduce duo interpretation through in-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 off of their own interests.

**Bloom's Levels:** Apply

**Webb's DOK:** 2

### **Engaging Experience 2**

**Title:** Learning Blocking and Perfecting Performance

**Suggested Length of Time:** 10 Days

#### **Standards Addressed**

*Priority:*

- 9-12.PP.1.B. Utilize warm-up techniques for preparation of body, voice and mind
- 9-12.PP.1.F. Rehearse, polish, and present a performance for a class or invited audience

**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

**Bloom's Levels:** Create

**Webb's DOK:** 4

### **Engaging Experience 3**

**Title:** Final Performance and Reflection

**Suggested Length of Time:** 5 Days

#### **Standards Addressed**

*Priority:*

- 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.

- 9-12.PP.1.B. Improvise using emotional and sensory recall
- 9-12.PP.1.F. Rehearse, polish, and present a performance for a class or invited audience

*Supporting:*

- Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior (ISTE 5 - Digital Citizenship).
  - Advocate and practice safe, legal, and responsible use of information and technology.
  - Exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.
  - Demonstrate personal responsibility for lifelong learning.
  - Exhibit leadership for digital citizenship.
- TT.AB.D.6: Students will express comfort with people who are both similar to and different from them and engage respectfully with all people.

**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.

**Bloom's Levels:** Create

**Webb's DOK:** 4

**Rubric:**

Blocking  Total Blocking Score	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  Total Introduction Score	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:	The script is entirely memorized. There are no slipups caused	The Script is only partially memorized. There are sizable	Large holes in memorization or the piece is not

Total Memorization Score:	by memory. The performance is entirely fluid (25-20)	gaps in memory that lead to breaks in the action. (15-19)	memorized at all. Memorization makes the performance drag and negatively impacts the overall performance. (0-15)
Interpretation/ Characterization  Total Interpretation/ Characterization Score:	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:** 20 Days

#### **Standards Addressed**

##### *Priority:*

- 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.
- 9-12.PP.1.F. Rehearse, polish, and present a performance for a class or invited audience

##### *Supporting:*

- ISTE-EMPOWERED LEARNER.1: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.
- ISTE-DIGITAL CITIZEN.2: Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.
- ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

**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.

**Bloom's Levels:** Apply, Create

**Webb's DOK:** 3, 4

## **Engaging Experience 2**

**Title:** Oratory

**Suggested Length of Time:** 20 Days

### **Standards Addressed**

#### *Priority:*

- 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.
- 9-12.PP.1.F. Rehearse, polish, and present a performance for a class or invited audience

#### *Supporting*

- ISTE-EMPOWERED LEARNER.1: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.
- ISTE-DIGITAL CITIZEN.2: Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.
- ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

**Detailed Description/Instructions:** The teacher will play some examples of Original Oratory from the NSDA website. Through direct instruction the teacher will introduce elements of Original Oratory. Through a series of activities, the students will pick a topic and start to research, write and revise their oratories.

**Bloom's Levels:** Create

**Webb's DOK:** 4

### **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?

- 1<sup>st</sup> 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?
- 2<sup>nd</sup> 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: Other Events

### **Engaging Experience 1**

**Title:** Storytelling

**Suggested Length of Time:** 20 Days

**Standards Addressed**

*Priority:*

- 9-12.AP.1.B. Articulate, justify, and apply personal criteria for critiquing dramatic texts and performances
- 9-12.PP.1.F. Rehearse, polish, and present a performance for a class or invited audience

*Supporting:*

- TT.AB.D.6: Students will express comfort with people who are both similar to and different from them and engage respectfully with all people.

**Detailed Description/Instructions:** Students will be presented with examples of a completed storytelling performance either through in-class performance or through the NSDA website. The students will then look for a storytelling cutting. They will then spend time with partners finalizing a cutting, working on blocking and finalizing their performances to be performed in class.

**Bloom's Levels:** Create

**Webb's DOK:** 4

### **Engaging Experience 2**

**Title:** Prose/Poetry

**Suggested Length of Time:** 20 Days

**Standards Addressed**

*Priority:*

- 9-12.AP.1.B. Articulate, justify, and apply personal criteria for critiquing dramatic texts and performances
- 9-12.PP.1.F. Rehearse, polish, and present a performance for a class or invited audience

*Supporting:*

- TT.AB.D.6: Students will express comfort with people who are both similar to and different from them and engage respectfully with all people.

**Detailed Description/Instructions:** Students will be presented with examples of a completed Prose/Poetry performance either through in class performance or through the NSDA website. The students will then look for a Prose/Poetry cutting. They will then spend time with partners finalizing a cutting, working on blocking and finalizing their performances to be performed in class.

**Bloom's Levels:** Create; **Webb's DOK:** 4



## **Rubric: Prose/Poetry Interpretation Critique Sheet**

### Criteria For Evaluation:

- Choice of Selection: Is the selection appropriate to the reader and occasion? Does it have merit to justify the time and effort devoted to it?
- Adequacy of Introduction: Are the title & author clearly stated? Is the mood set? Is the information relevant and sufficient to get your attention?
- Insight and Understanding: Does the interpreter appear to have insight into the mood & meaning of the selection? And appreciation of the author's theme, purpose, point of view? An understanding of the intent of unusual words, allusions, figures of speech, etc.?
- Control of Prose Form: Does the interpreter maintain a nice balance between thought and rhythm, i.e., are grouping, pause, stress. etc. handled meaningfully?
- Voice and Diction: Is pronunciation acceptable? Is enunciation distinct without being pedantic? Is voice clear, resonant, pleasant, and flexible enough to be responsive to mood and meaning?
- Bodily Activity: Is there physical poise as shown in posture, gesture and movement? Does the interpreter avoid distracting mannerisms and other unmotivated activity?

## Engaging Scenario

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

## Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Duo Interpretation	Introduction to Duo Interpretation and Picking a Piece	The teacher will introduce duo interpretation through in-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 off of their own interests.	5 Days
Duo Interpretation	Learning Blocking and Perfecting Performance	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.	10 Days
Duo Interpretation	Final Performance and Reflection	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.	5 Days
Speaking Events	Extemporaneous Speaking	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	20 Days

		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.	
Speaking Events	Oratory	The teacher will play some examples of Original Oratory from the NSDA website. Through direct instruction the teacher will introduce elements of Original Oratory. Through a series of activities the students will pick a topic and start to research, write and revise their oratories.	20 Days
Other Events	Storytelling	Students will be presented with examples of a completed storytelling performance either through in-class performance or through the NSDA website. The students will then look for a storytelling cutting. They will then spend time with partners finalizing a cutting, working on blocking and finalizing their performances to be performed in class.	20 Days
Other Events	Prose/Poetry	Students will be presented with examples of a completed Prose/Poetry performance either through in class performance or through the NSDA website. The students will then look for a Prose/Poetry cutting. They will then spend time with partners finalizing a cutting, working on blocking and finalizing their performances to be performed in class.	20 Days

## Unit 3: Congressional Debate

**Subject:** Debate

**Grade:** 9-12

**Name of Unit:** Congressional Debate

**Length of Unit:** 4 Weeks

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

### **Priority Standards for unit:**

- 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.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.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.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.
- 9-12.PP.1.F Rehearse, polish, and present a performance for a class or invited audience

### **Supporting Standards for unit:**

- 11-12.W.3.A Review, Revise, and edit writing with consideration for the task, purpose, and audience.
  - a. 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 within the text by making choices regarding organization and content.
  - b. 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.
  - c. Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage including spelling and punctuation.

- d. Use a variety of appropriate transitions to clarify relationships and connect ideas, claims, and signal time shifts.
- e. Use technology, including the Internet, to product, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
- 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.
- 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.

<b>Unwrapped Concepts (Students need to know)</b>	<b>Unwrapped Skills (Students need to be able to do)</b>	<b>Bloom’s Taxonomy Levels</b>	<b>Webb's DOK</b>
arguments focused on <i>discipline-specific content</i>	Write	Create	4
precise claim(s), distinguish the claim(s) from alternate or opposing claims	Introduce	Apply	4
an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence	Create	Create	4
claim(s) and counterclaims	Develop	Evaluate	4
words, phrases, and clauses	Use	Apply	
and maintain a formal style and objective tone	Establish	Apply	4
a concluding statement	Provide	Create	4
and participate effectively in a range of collaborative discussions	Initiate	Understand	4
to evidence from texts and other research on the topic or issue to stimulate a thoughtful	Refer	Analyze	4
with peers to promote civil, democratic discussions and decision- making	Work	Apply	4

clear goals and deadlines	Set	Understand	4
individual roles as needed	Establish	Understand	4
and responding to questions that probe reasoning and evidence	Pose	Evaluate	4
posing and to questions that probe reasoning and evidence	Respond	Evaluate	4
thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue	Respond	Create	4
contradictions when possible	Resolve	Evaluate	4
the central ideas or conclusions of a text	Determine	Apply	4
complex concepts, processes, or information presented in a text by paraphrasing	Summarize	Evaluate	4
information, findings, and supporting evidence, conveying a clear and distinct perspective	Present	Apply	4
strong and thorough textual evidence to support analysis	Cite	Create	4

**Essential Questions:**

1. How do we determine the difference between a resolution and a bill?
2. How does Congress function?
3. How do you construct a speech of affirmation or negation of a piece of legislation?

**Enduring Understanding/Big Ideas:**

1. Students will understand that a bill may become law whereas a resolution is a recommendation for action.
2. Students will understand the differences between the House of Representatives and the Senate. Furthermore, they will understand Congress functions under Roberts Rules of Order and Parliamentary Procedures.
3. Students will use the components of speech and support their position to persuade the body of congress to vote with them while using supporting materials.

**Unit Vocabulary:**

<b>Academic Cross-Curricular Words</b>	<b>Content/Domain Specific</b>
<ul style="list-style-type: none"><li>● Answer</li><li>● Ballot</li><li>● Claim</li><li>● Evidence</li><li>● Impact</li><li>● Question</li><li>● Speech</li><li>● Warrant</li></ul>	<ul style="list-style-type: none"><li>● Amendment</li><li>● Bill</li><li>● Docket</li><li>● Parliamentarian</li><li>● Parliamentary Procedure</li><li>● Presiding Officer</li><li>● Resolution</li><li>● Robert's Rules of Order</li><li>● Speech of Affirmation</li><li>● Speech of Negation</li></ul>

**Resources for Vocabulary Development:** [www.speechanddebate.org](http://www.speechanddebate.org)



## Topic 1: Introduction to Student Congress

### **Engaging Experience 1**

**Title:** Introduction

**Suggested Length of Time:** 2-3 Days

**Standards Addressed**

*Priority:*

- 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.

**Detailed Description/Instructions:** 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.

**Bloom's Levels:** Understand

**Webb's DOK:** 4

## Topic 2: Writing Congressional Speeches

### **Engaging Experience 1**

**Title:** Exploring Speeches of Affirmation and Negation

**Suggested Length of Time:** 2 Days

### **Standards Addressed**

#### *Priority:*

- 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.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.

#### *Supporting:*

- 11-12.W.3.A Review, Revise, and edit writing with consideration for the task, purpose, and audience.
  - a. 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 within the text by making choices regarding organization and content.
  - b. 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.
  - c. Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage including spelling and punctuation.
  - d. Use a variety of appropriate transitions to clarify relationships and connect ideas, claims, and signal time shifts.
  - e. Use technology, including the Internet, to product, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
- 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.
- 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.

**Detailed Description/Instructions:** Using the Suburban Conference legislation, students as a class will unpack one piece of legislation. Half of class will develop strategies in affirmation while the other half will develop arguments and strategies in negation.

**Bloom's Levels:** Create

**Webb's DOK:** 4

### **Engaging Experience 2**

**Title:** Formal Writing of Speeches of Affirmation and Negation

**Suggested Length of Time:** 5 Days

**Standards Addressed**

*Priority:*

- 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.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.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.

*Supporting:*

- 11-12.W.3.A Review, Revise, and edit writing with consideration for the task, purpose, and audience.
  - a. 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 within the text by making choices regarding organization and content.
  - b. 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.
  - c. Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage including spelling and punctuation.
  - d. Use a variety of appropriate transitions to clarify relationships and connect ideas, claims, and signal time shifts.

- e. Use technology, including the Internet, to product, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
- 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.
- 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.

**Detailed Description/Instructions:** Using the Suburban Conference Legislative Docket the students will begin to develop individual speeches of affirmation and negation on several pieces of legislation for use in classroom student congress sessions.

**Bloom's Levels:** Create/Analyze

**Webb's DOK:** 4

## Topic 3: Mock Congressional Debate Session

### **Engaging Experience 1**

**Title:** Practice Sessions

**Suggested Length of Time:** 5 Days

#### **Standards Addressed**

##### *Priority:*

- 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.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.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.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.
- 9-12.PP.1.F Rehearse, polish, and present a performance for a class or invited audience

##### *Supporting:*

- 11-12.W.3.A Review, Revise, and edit writing with consideration for the task, purpose, and audience.
  - a. 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 within the text by making choices regarding organization and content.
  - b. 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.
  - c. Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage including spelling and punctuation.
  - d. Use a variety of appropriate transitions to clarify relationships and connect ideas, claims, and signal time shifts.

- e. Use technology, including the Internet, to product, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

**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.

**Bloom's Levels:** Create, Analyze, Evaluate, Apply

**Webb's DOK:** 4

## Engaging Scenario

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

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.

**Rubric for Engaging Scenario:** Ballot for evaluation can be obtained through the NSDA website [www.speechanddebate.org](http://www.speechanddebate.org).

## Summary of Engaging Learning Experiences for Topics

<b>Topic</b>	<b>Engaging Experience Title</b>	<b>Description</b>	<b>Suggested Length of Time</b>
Introduction to Student Congress	Introduction	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.	2-3 Days
Writing Congressional Speeches	Exploring Speeches of Affirmation and Negation	Using the Suburban Conference legislation students as a class will unpack one piece of legislation. Half of class will develop strategies in affirmation while the other half will develop arguments and strategies in negation.	2 Days
Writing Congressional Speeches	Formal Writing of Speeches of Affirmation and Negation	Using the Suburban Conference Legislative Docket, the students will begin to develop individual speeches of affirmation and negation on several pieces of legislation for use in classroom student congress sessions.	5 Days
Mock Congressional Debate Session	Practice Sessions	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.	5 Days



## Unit of Study Terminology

**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.