

Scope and Sequence
Intended for Grades 6-12

Scope and Sequence

Media Literacy

Standard 6: Journalistic communicators effectively use and/or create products for a variety of audiences, purposes, occasions, and contexts.

Benchmark 1: The student is knowledgeable about a variety of *journalistic formats* (e.g., print, online, video, radio).

Basic Indicators:

The students:

1. recognize different formats of journalism.

Intermediate Indicators:

The students:

1. access different formats of journalism.

Proficient Indicators:

The students:

1. access different sources to compare and contrast the purpose of the *journalistic works*.

Advanced Indicators:

The students:

1. determine the effectiveness of the journalistic format(s) used.

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Media Literacy

Standard 6: Journalistic communicators effectively use and/or create products for a variety of audiences, purposes, occasions, and contexts.

Benchmark 2: The student applies journalistic principles in the development of a product(s).

Basic Indicators:	Intermediate Indicators:	Proficient Indicators:	Advanced Indicators:
<p>The students:</p> <ol style="list-style-type: none"> 1. create a product with a beginning, middle, and end. 2. know the different <i>journalistic principles</i>. 3. ask interview questions to gain information. 4. know the difference between <i>fact</i> and <i>opinion</i>. 5. define <i>plagiarism</i>. 6. define <i>libel</i> and <i>slander</i>. 7. identify the rights of a student/<i>free press</i> as guaranteed by the first amendment and courts. 	<p>The students:</p> <ol style="list-style-type: none"> 1. create a product with a specific purpose. 2. explain the different journalistic principles. 3. develop journalistic questions for an interview(s). 4. evaluate the quality of the source(s) of the fact and/or opinion. 5. avoid plagiarism. 6. avoid libelous and slanderous language. 7. advocate the rights of the free press. 	<p>The students:</p> <ol style="list-style-type: none"> 1. work as a group to combine multiple ideas into a single product. 2. recognize the different journalistic principles. 3. develop a finished product from the interview(s). 4. use appropriate fact(s) and/or opinion(s) to create a product. 5. recognize and/or apply plagiarism, slander, and free press. 	<p>The students:</p> <ol style="list-style-type: none"> 1. synthesize multiple student products into a single group product. 2. apply the different journalistic principles to the creation of a product. 3. publish a finished product based on the interview(s). 4. publish the product using <i>viable fact(s)</i> and/or opinion(s). 5. know and recognize the different types of <i>propaganda</i>. 6. recognize and/or apply plagiarism, slander, and free press.

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Standard 6: Journalistic communicators effectively use and/or create products for a variety of audiences, purposes, occasions, and contexts.

Benchmark 3: The student analyzes and evaluates a journalistic product(s).

<p>Basic Indicators: The students:</p> <ol style="list-style-type: none"> 1. use a teacher's rubric to evaluate a product. 2. differentiate the purposes of a product, such as <i>news stories</i>, <i>feature stories</i>, or <i>editorials</i>. 3. define <i>bias</i>. 4. identify a variety of audiences. 	<p>Intermediate Indicators: The students:</p> <ol style="list-style-type: none"> 1. know the purpose of <i>constructive criticism</i> in the evaluation of a product. 2. determine the specific purpose of a product. 3. recognize bias. 4. identify their possible audiences. 	<p>Proficient Indicators: The students:</p> <ol style="list-style-type: none"> 1. works as a group to produce their own rubric for product evaluation. 2. analyzes and evaluates the quality of a journalistic product created by others. 3. analyzes the use of bias in an editorial. 4. analyzes their target audience. 	<p>Advanced Indicators: The students:</p> <ol style="list-style-type: none"> 1. analyze and evaluate the quality of own journalistic product. 2. analyze and evaluate the quality of a journalistic product created by others. 3. analyze and evaluate the amount and effective use of bias and/or <i>propaganda</i> in own product. 4. analyze the anticipated reaction of the product on the target audience.
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Forensics

Standard 7: The oral communicator will perform effectively in a variety of situations.

Benchmark 1: The student knows the different components of nonverbal communication.

Basic Indicators:	Intermediate Indicators:	Proficient Indicators:	Advanced Indicators:
<p>The students:</p> <ol style="list-style-type: none"> 1. define <i>tone</i>. 2. define <i>eye contact</i>. 3. define <i>feedback</i> 4. define <i>gestures</i>. 5. define <i>pitch</i>. 6. define <i>rate</i>. 7. define <i>volume</i>. 8. define <i>posture</i>. 9. define <i>poise</i>. 10. define <i>appropriate appearance</i>. 11. define <i>non-word sounds</i>. 12. define <i>body movement</i>. 	<p>The students:</p> <ol style="list-style-type: none"> 1. use and understand appropriate tone in an oral presentation. 2. have eye contact with their audience. 3. recognize audience feedback 4. use some gestures. 5. identify their <i>natural pitch</i>. 6. use a normal rate of delivery. 7. use proper volume. 8. demonstrate correct posture. 9. use proper poise for the situation. 10. demonstrate appropriate appearance. 11. use only appropriate non-word sounds. 12. use appropriate body movement. 	<p>The students:</p> <ol style="list-style-type: none"> 1. use tone effectively. 2. use eye contact to draw audience into the presentation. 3. read audience feedback. 4. use gestures to further enhance the message. 5. use variations of their natural pitch effectively. 6. vary rate to gain desired effect. 7. adjust volume to fit the <i>performance space</i> and to gain the desired effect. 8. vary posture to gain the desired effect. 9. use body movement effectively. 	<p>The students:</p> <ol style="list-style-type: none"> 1. analyze the use of tone in an oral performance. 2. analyze the use of eye contact in an oral performance. 3. adapt to audience feedback. 4. analyze the use of gestures in an oral performance.

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Standard 7: The oral communicator will perform effectively in a variety of situations.

Benchmark 2: The student knows the different components of verbal communication.

Basic Indicators:	Intermediate Indicators:	Proficient Indicators:	Advanced Indicators:
<p>The students:</p> <ol style="list-style-type: none"> 1. define the <i>different types of speeches</i>. 2. define <i>word choice</i>. 3. define <i>organizational patterns</i>. 4. define <i>transitions</i>. 5. define <i>introduction</i>. 6. define <i>body</i>. 7. define <i>conclusion</i>. 8. define <i>supporting details</i>. 9. define <i>visual aids</i>. 10. define <i>verbal pauses/fillers</i>. 11. define the <i>types of verbal communication</i>. 12. define <i>audience analysis</i>. 13. define how to select and narrow a topic. 14. define <i>noise</i>. 15. define <i>verbal inflection</i>. 16. define <i>stage fright</i>. 17. define the use of time. 18. define <i>propaganda</i> and <i>faulty reasoning</i>. 	<p>The students:</p> <ol style="list-style-type: none"> 1. identifies correct word choice. 2. identifies the different organizational patterns. 3. identifies the use of transitions. 4. identifies the components of an introduction. 5. identifies the components of the body of an oral presentation. 6. identifies the components of the conclusion of an oral presentation. 7. chooses a variety of supporting details. 8. chooses and creates visual aids. 9. avoids verbal pauses/fillers. 10. writes an appropriate audience analysis rubric. 11. selects and narrows a topic. 12. adjusts their oral presentation to compensate for noise. 13. uses verbal inflection appropriately in an oral presentation. 14. recognizes stage fright is composed of over and under confidence. 15. recognizes stage fright is 	<p>The students:</p> <ol style="list-style-type: none"> 1. write different types of speeches. 2. use effective word choice. 3. choose the most effective organizational pattern. 4. choose proper transitions. 5. compose an appropriate introduction. 6. identify the components of the body of an oral presentation. 7. identify the components of the conclusion of an oral presentation. 8. choose appropriate supporting details. 9. effectively use visual aids in the presentation. 10. effectively administer an audience analysis rubric. 11. use verbal inflection appropriately in an oral presentation. 12. use stage fright effectively to enhance an oral presentation. 13. are selective in the use of propaganda and faulty reasoning. 	<p>The students:</p> <ol style="list-style-type: none"> 1. deliver a speech effectively dependant on its type. 2. analyze word choice. 3. analyze the use of different organizational patterns. 4. analyze the use of transitions. 5. analyze the effectiveness of introductions. 6. analyze the effectiveness of the body of an oral presentation. 7. analyze the effectiveness of the conclusion of an oral presentation. 8. analyze the impact of the supporting material on the oral presentation. 9. analyze the impact of the visual aids on the oral presentation. 10. analyze and use an audience analysis rubric to make the oral presentation appropriate for the audience. 11. effectively use propaganda and faulty reasoning to reach the desired effect.

	composed of over and under confidence. 16. recognizes propaganda and faulty reasoning.		
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Standard 7: The oral communicator will perform effectively in a variety of situations.

Benchmark 3: The student knows the different components of interpersonal and intrapersonal communication.

Basic Indicators:	Intermediate Indicators:	Proficient Indicators:	Advanced Indicators:
<p>The students:</p> <ol style="list-style-type: none"> 1. define <i>interpersonal</i> communication. 2. define the different types of <i>interpersonal</i> communication, such as group, public, one-to-one, mass, and electronic. 3. define the different roles in <i>interpersonal</i> communication. 4. define <i>intrapersonal</i> communication. 5. define perception. 6. define self-concept. 7. define and are aware of the effects of <i>psychological, physical, and semantic noise</i>. 8. define appropriate social skill in <i>interpersonal</i> communication. 	<p>The students:</p> <ol style="list-style-type: none"> 1. identify the different types of <i>interpersonal</i> communication, such as group, public, one-to-one, mass, and electronic. 2. identify the impact of perception and self-concept on <i>intrapersonal</i> communication. 3. identify the different roles people assume in a group. 4. identify the impact of psychological noise on <i>interpersonal</i> and <i>intrapersonal</i> communication. 5. identify the impact of physical noise on <i>interpersonal</i> and <i>intrapersonal</i> communication. 6. identify when they are not using appropriate social skills. 	<p>The students:</p> <ol style="list-style-type: none"> 1. participate in the different types of <i>interpersonal</i> communication. 2. use perception and self-concept to enhance <i>interpersonal</i> communication. 3. fill a role in a group. 4. compensate/overcome the negative impact of psychological noise on <i>interpersonal</i> and <i>intrapersonal</i> communication. 5. compensate/overcome the negative impact of physical noise on <i>interpersonal</i> and <i>intrapersonal</i> communication. 6. use appropriate social skills. 	<p>The students:</p> <ol style="list-style-type: none"> 1. incorporate the appropriate types of <i>interpersonal</i> communication skills into a variety of situations. 2. fill various roles in a group based on its dynamics. 3. use psychological noise positively in <i>interpersonal</i> communication. 4. use physical noise positively in <i>interpersonal</i> communication.

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Standard 7: The oral communicator will perform effectively in a variety of situations.

Benchmark 4: The student knows the different components of competitive speech.

Basic Indicators:	Intermediate Indicators:	Proficient Indicators:	Advanced Indicators:
<p>The students:</p> <ol style="list-style-type: none"> 1. list and define the different <i>state and/or national events</i>. 2. define appropriate dress. 3. define <i>appropriate tournament etiquette</i>. 4. define the purpose of the <i>critique</i>. 5. define <i>constructive criticism</i>. 6. define various <i>tournament structures</i>. 7. define quality performance literature. 8. define the steps in <i>cutting</i> material for performance. 9. define the components of an introduction for interpretation and acting events. 10. define methods for developing a character. 11. define the parts of an improvised duet acting scene. 12. define the four types of delivery which include impromptu, extemporaneous, <i>manuscript</i>, memorized. 	<p>The students:</p> <ol style="list-style-type: none"> 1. accurately interpret the <i>state and/or national rules</i> for the different events. 2. identify inappropriate dress. 3. identify inappropriate tournament etiquette. 4. identify the critique. 5. understand constructive criticism. 6. function within the various tournament structures. 7. differentiate between quality and non-quality material 8. differentiate between quality and non-quality editing. 9. recognize a quality introduction. 10. understand the differences among characters. 11. recognize the parts of an improvised duet acting scene. 12. identify the four types of delivery, which include impromptu, extemporaneous, <i>manuscript</i>, memorized. 	<p>The students:</p> <ol style="list-style-type: none"> 1. identify when state and/or national rules are not followed. 2. dress appropriately. 3. use appropriate tournament etiquette. 4. adapt to the critique. 5. accept constructive criticism. 6. find quality material. 7. make initial <i>cuts</i>. 8. write a quality introduction. 9. portray different characters. 10. use the parts of an improvised duet acting scene to create a coherent performance. 	<p>The students:</p> <ol style="list-style-type: none"> 1. accept the consequences of following or not following the state and/or national rules. 2. accept comments by the critique about inappropriate dress. 3. accept the consequences for not using appropriate tournament etiquette. 4. use constructive criticism to improve their performance. 5. modify material to make a quality performance <i>cutting</i>. 6. adapt characters to meet the critique's input, if appropriate. 7. adapt to the critique's input for their next performance, if appropriate.

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Standard 7: The oral communicator will perform effectively in a variety of situations.

Benchmark 5: The student knows the different components of competitive policy debate.

Basic Indicators:	Intermediate Indicators:	Proficient Indicators:	Advanced Indicators:
<p>The students:</p> <ol style="list-style-type: none"> 1. define competitive <i>policy debate</i> 2. define appropriate dress. 3. define <i>appropriate etiquette</i>. 4. define the purpose of the critique. 5. define <i>constructive criticism</i>. 6. define various <i>tournament structures</i>. 7. recite the <i>policy debate resolution</i>. 8. define the structure of a policy debate round. 9. define the <i>stock issues of policy debate</i>. 10. define other terms used in policy debate. 11. define <i>negative positions</i> in policy debate. 12. define the different <i>affirmative case structures</i> in policy debate. 13. define steps of note taking (<i>flowing</i>). 14. define cross-examination. 	<p>The students:</p> <ol style="list-style-type: none"> 1. identifies inappropriate dress. 2. identifies inappropriate etiquette. 3. identifies the critique. 4. understands constructive criticism. 5. functions within the various tournament structures. 6. identifies and defines the different parts of the policy debate resolution. 7. debates within the structure of a policy debate round. 8. debates the stock issues throughout a policy debate. 9. structures a negative position in a policy debate. 10. structures an affirmative case in policy debate. 11. flows a round of policy debate. 12. asks and answers basic cross-examination questions. 	<p>The students:</p> <ol style="list-style-type: none"> 1. dresses appropriately. 2. uses appropriate etiquette. 3. adapts to the critique. 4. accepts constructive criticism. 5. identifies differing interpretations of the policy debate resolution. 6. debates within the structure of a policy debate round effectively. 7. debates the stock issues effectively throughout. 8. structures an effective negative position in a policy debate. 9. structures an effective affirmative case in policy debate. 10. flows a round of policy debate accurately. 11. structures cross-examination questions that make the affirmative or negative team take a definite position. 	<p>The students:</p> <ol style="list-style-type: none"> 1. accept comments by the critique about inappropriate dress. 2. accept the consequences for not using appropriate etiquette. 3. use constructive criticism to improve their performance. 4. debate, throughout the round, the differing interpretations of the policy debate resolution. 5. structure various effective negative positions in a policy debate. 6. adapt the affirmative case to various negative positions in a policy debate.

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Forensics

Standard 7: The oral communicator will perform effectively in a variety of situations.

Benchmark 6: The student knows the different components of competitive Lincoln/Douglas debate.

Basic Indicators:	Intermediate Indicators:	Proficient Indicators:	Advanced Indicators:
<p>The students:</p> <ol style="list-style-type: none"> 1. define the differences between <i>value debate</i> and policy debate. 2. define the difference between a <i>value proposition</i> and a policy resolution. 3. define the <i>key value terms</i> in a Lincoln/Douglas debate. 4. define the structure of a value debate round. 5. define the fundamental parts of a Lincoln/Douglas <i>affirmative or negative case</i>. 6. define <i>philosophy</i>. 	<p>The students:</p> <ol style="list-style-type: none"> 1. distinguish the differences between value and policy debate. 2. distinguish the difference between a value proposition and a policy resolution. 3. recognize the use of key value terms. 4. debate within the structure of a value debate round. 5. recognize the fundamental parts of a Lincoln/Douglas affirmative or negative case. 6. define different <i>classic philosophic positions</i>. 	<p>The students:</p> <ol style="list-style-type: none"> 1. explain the differences between value and policy debate. 2. identify differing interpretations of the value debate proposition. 3. use the key value terms in a debate round. 4. debate within the structure of a value debate round effectively. 5. use the fundamental parts of a Lincoln/Douglas affirmative or negative case. 6. recognize the different classic philosophic positions when they are heard. 	<p>The students:</p> <ol style="list-style-type: none"> 1. validate a debate as either value or policy debate. 2. use effectively the key value terms in a debate round. 3. effectively argue the fundamental parts of a Lincoln/Douglas affirmative or negative case. 4. effectively debate the different classic philosophic positions.