

## Competitive Speaking and Interpretation

Strand	Speaking and Listening
Topic	Comprehension and Collaboration Presentation of Knowledge and Ideas
<p style="text-align: center;"><b><u>Concept</u></b></p> <p>A.</p> <ul style="list-style-type: none"> <li>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively</li> <li>Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas</li> <li>Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions</li> <li>Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented</li> <li>Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 <a href="#">here</a> {pg. 54} for specific expectations)</li> </ul>	<p style="text-align: center;"><b><u>Learning Targets</u></b></p> <p>1.</p> <ul style="list-style-type: none"> <li>Locate and select literature for an interpretation performance</li> <li>Adapt literature for specific interpretation</li> <li>Compare and contrast interpretation and acting</li> </ul>

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### **Alignments:**

CCSS: 9-10.SL.1a,c,d; 9-10.SL.6

Performance: 1.4, 1.8, 2.1, 2.4, 2.5

Knowledge: (CA) 2

NETS: 3

DOK: 2

### **Instructional Strategies**

- Show sample scripts from previous performances and original source of script (books)
- Model cutting process from original source (book) to final script that is performed
- Teacher-led discussion about the difference between interpretation and acting

### **Assessments/Evaluations**

- Students will be graded on their cutting skills through their performances in class

### **Sample Assessment Questions**

- What does it mean to interpret literature?

### **Instructional Resources/Tools**

- Library
- National Forensic League videos:
  - DVD
  - website

### **Cross Curricular Connections**

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<p style="text-align: center;"><b><u>Concept</u></b></p> <p>B.</p> <ul style="list-style-type: none"> <li>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</li> <li>Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</li> <li>Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</li> <li>Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</li> <li>Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 <a href="#">here</a> {pg. 54} for specific expectations)</li> </ul>	<p style="text-align: center;"><b><u>Learning Targets</u></b></p> <p>1.</p> <ul style="list-style-type: none"> <li>Select one of the following reading events and perform for the class: <ul style="list-style-type: none"> <li>Radio speaking</li> <li>Prose reading</li> <li>Poetry reading</li> </ul> </li> </ul>	

<p><b>Alignments:</b>          CCSS: 9-10.SL.1.a-d; 9-10.SL.6          Performance: 1.2, 1.5, 1.8, 2.1, 2.2, 2.5          Knowledge: (CA) 1-3,5,6          NETS: N/A          DOK: 4</p>
<p style="text-align: center;"><b><u>Instructional Strategies</u></b></p> <ul style="list-style-type: none"> <li>• Listen to a 5-minute radio broadcast and diagram how the information was given</li> <li>• Detail how a radio broadcast should be structured:             <ul style="list-style-type: none"> <li>• World News</li> <li>• U.S. News</li> <li>• Local News</li> <li>• Sports</li> <li>• Weather</li> <li>• Interesting News</li> </ul> </li> <li>• Show samples of prose readings and poetry readings to evaluate what was said and where emphasis is placed during reading</li> </ul>
<p style="text-align: center;"><b><u>Assessments/Evaluations</u></b></p> <ul style="list-style-type: none"> <li>• Students will be required to perform a(n):             <ul style="list-style-type: none"> <li>• 5-minute radio speaking</li> <li>• 8-minute prose reading</li> </ul> <b>or</b> <ul style="list-style-type: none"> <li>• 8-minute poetry reading</li> </ul>             for the class. Scripts are not memorized           </li> </ul>
<p style="text-align: center;"><b><u>Sample Assessment Questions</u></b></p> <ul style="list-style-type: none"> <li>• What makes a great radio broadcast?</li> </ul>
<p style="text-align: center;"><b><u>Instructional Resources/Tools</u></b></p> <ul style="list-style-type: none"> <li>• www.youtube.com</li> <li>• Radio broadcasts</li> <li>• Library</li> </ul>

**Cross Curricular Connections**

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<p>C.</p> <ul style="list-style-type: none"> <li>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</li> <li>Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</li> <li>Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</li> <li>Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</li> <li>Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 <a href="#">here</a> {pg. 54} for specific expectations)</li> </ul>		<p>1.</p> <ul style="list-style-type: none"> <li>Select an interpretation event from below and perform for the class: <ul style="list-style-type: none"> <li>Humorous Interpretation</li> <li>Dramatic Interpretation</li> <li>Duo Interpretation</li> </ul> </li> </ul>

<b>Alignments:</b> CCSS: 9-10.SL.1.a-d; 9-10.SL.6 Performance: 1.5, 2.1, 2.5 Knowledge: (CA) 1,2,5,6 NETS: N/A DOK: 4
<p style="text-align: center;"><b><u>Instructional Strategies</u></b></p> <ul style="list-style-type: none"> <li>• Show students examples of:               <ul style="list-style-type: none"> <li>• humorous interpretation</li> <li>• dramatic interpretation</li> <li>• duo interpretation</li> </ul>               from National Forensic League DVDs             </li> <li>• Students will create a list about what each performance contains and then compare and contrast among the three events</li> </ul>
<p style="text-align: center;"><b><u>Assessments/Evaluations</u></b></p> <ul style="list-style-type: none"> <li>• Students will perform their interpretations for the class. Performances will be under 5 minutes</li> </ul>
<p style="text-align: center;"><b><u>Sample Assessment Questions</u></b></p> <ul style="list-style-type: none"> <li>• How can you make <i>Children of the Corn</i> humorous?</li> </ul>
<p style="text-align: center;"><b><u>Instructional Resources/Tools</u></b></p> <ul style="list-style-type: none"> <li>• National Forensic League:               <ul style="list-style-type: none"> <li>• DVDs</li> <li>• website</li> </ul> </li> <li>• <a href="http://www.youtube.com">www.youtube.com</a></li> <li>• Library</li> </ul>
<p style="text-align: center;"><b><u>Cross Curricular Connections</u></b></p> <ul style="list-style-type: none"> <li>• </li> </ul>

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<p>D.</p> <ul style="list-style-type: none"> <li>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</li> <li>Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</li> <li>Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</li> <li>Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</li> <li>Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 <a href="#">here</a> {pg. 54} for specific expectations)</li> </ul>		<p>1.</p> <ul style="list-style-type: none"> <li>Select a public speaking event from the list below and perform the event for the class: <ul style="list-style-type: none"> <li>Extemporaneous Speaking (United States or International)</li> <li>Original Oratory</li> </ul> </li> </ul>



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### **Alignments:**

CCSS: 9-10.SL.1.a-d; 9-10.SL.6

Performance: 1.1, 1.2, 1.4, 1.7, 1.8, 2.1, 2.3, 3.1, 3.5-3.8, 4.1, 4.4

Knowledge: (CA) 1,3,6

NETS: 3,4,5

DOK: 4

### **Instructional Strategies**

- Demonstrate effective research techniques for:
  - extemporaneous speaking
  - original oratory
- Model how to set up:
  - extemporaneous speeches
  - oratories
- Show sample oratories and extemporaneous speeches
- Teacher-led discussion about how to use preparation time effectively in extemporaneous speaking

### **Assessments/Evaluations**

- Students will present a 7-minute Extemporaneous speech or a 6-minute Oratory for the class. Both speeches must be memorized

### **Sample Assessment Questions**

- What is the most effective way to persuade someone?

### **Instructional Resources/Tools**

- Library
- [www.cnn.com](http://www.cnn.com)
- National Forensic League:
  - DVDs
  - website

### **Cross Curricular Connections**

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<p style="text-align: center;"><b><u>Concept</u></b></p> <p>E.</p> <ul style="list-style-type: none"> <li>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</li> <li>Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</li> <li>Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</li> <li>Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</li> <li>Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 <a href="#">here</a> {pg. 54} for specific expectations)</li> </ul>	<p style="text-align: center;"><b><u>Learning Targets</u></b></p> <p>1.</p> <ul style="list-style-type: none"> <li>As a group, the class will select an event from below and perform (a):             <ul style="list-style-type: none"> <li>Reader’s Theater</li> <li>One-Act Performance</li> </ul> </li> </ul>

<b>Alignments:</b> CCSS: 9-10.SL.1.a-d; 9-10.SL.6 Performance: 1.4, 1.5, 2.1, 2.4, 2.5, 4.6 Knowledge: (CA) 1,2,5,6 NETS: N/A DOK: 4
<p style="text-align: center;"><b><u>Instructional Strategies</u></b></p> <ul style="list-style-type: none"> <li>• Show sample scripts of:               <ul style="list-style-type: none"> <li>• Reader's Theater</li> <li>• one-act plays</li> </ul> </li> <li>• Acting fundamentals and stage direction</li> </ul>
<p style="text-align: center;"><b><u>Assessments/Evaluations</u></b></p> <ul style="list-style-type: none"> <li>• Students will present a 5-10 minute performance of:               <ul style="list-style-type: none"> <li>• Reader's Theater</li> </ul> <b>or</b> <ul style="list-style-type: none"> <li>• a one-act play</li> </ul> </li> </ul>
<p style="text-align: center;"><b><u>Sample Assessment Questions</u></b></p> <ul style="list-style-type: none"> <li>• What is the difference between Reader's Theater and One-Act Play</li> </ul>
<p style="text-align: center;"><b><u>Instructional Resources/Tools</u></b></p> <ul style="list-style-type: none"> <li>• Sample videos of Reader's Theater on YouTube</li> <li>• Library</li> </ul>
<p style="text-align: center;"><b><u>Cross Curricular Connections</u></b></p> <ul style="list-style-type: none"> <li>•</li> </ul>

<b>Strand</b>	Writing	
<b>Topic</b>	Text Types and Purposes Production and Distribution of Writing	
<b><u>Concept</u></b>		<b><u>Learning Targets</u></b>
<p>F.</p> <ul style="list-style-type: none"> <li>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</li> <li>Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</li> <li>Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</li> <li>Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</li> <li>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above)</li> </ul>		<p>1.</p> <ul style="list-style-type: none"> <li>Students will prepare a prompt book based on their group interpretation performance containing the following: <ul style="list-style-type: none"> <li>Script analysis</li> <li>Blocking</li> <li>Motivation</li> <li>Prop list</li> <li>Costume list</li> <li>Set design</li> <li>Historical background</li> </ul> </li> </ul>
<p><b>Alignments:</b>  CCSS: 9-10.W.2.a-c; 9-10.W.4  Performance: 1.1, 1.2, 1.4, 1.5, 1.8, 1.9, 2.1, 2.4, 4.5  Knowledge: (CA) 1-7  NETS: N/A  DOK: 4</p>		
<b><u>Instructional Strategies</u></b>		
<ul style="list-style-type: none"> <li>Show sample prompt books and sample reports that will go into the prompt book</li> <li>Discuss difference in reports among students</li> </ul>		

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<b><u>Assessments/Evaluations</u></b>
<ul style="list-style-type: none"><li>Students will be evaluated based on each report and the entirety of their prompt book</li></ul>
<b><u>Sample Assessment Questions</u></b>
<ul style="list-style-type: none"><li>How does a script yield so much information?</li></ul>
<b><u>Instructional Resources/Tools</u></b>
<ul style="list-style-type: none"><li>Library</li><li>Laptops/computers</li></ul>
<b><u>Cross Curricular Connections</u></b>
<ul style="list-style-type: none"><li></li></ul>