

ENTRY B – DIGITAL PORTFOLIO INTERVIEW PROJECT
PUBLIC FORUM DEBATE PROJECT

In order to prepare Academy students for successful high school achievement, the Public Forum Debate Project is bolstered by the following learning standards:

Virginia's Standards of Learning

These standards serve as a collection of the expected minimum competencies within Virginia's secondary education system.

PLEASE NOTE: THE FOLLOWING STANDARDS ARE INCLUDED FOR RESEARCH AND PEDAGOGICAL PURPOSES ONLY. STUDENTS, PARENTS AND PORTFOLIO INTERVIEW PANELISTS ARE INVITED BUT NOT REQUIRED TO PERUSE THIS DOCUMENT

VIRGINIA'S STANDARDS OF LEARNING	
<u>ORAL LANGUAGE</u>	
11.1	The student will make informative and persuasive presentations.
E 11.1.1	Gather and organize evidence to support a position.
E 11.1.2	Present evidence clearly and convincingly.
E 11.1.3	Support and defend ideas in public forums.
E 11.1.5	Use grammatically correct language, including vocabulary appropriate to the topic, audience, and purpose.
E 11.1.6	Use a variety of techniques to hold the interest of the audience, e.g., <ul style="list-style-type: none">• interesting opening,• use of details, and• emphatic ending.
E 11.1.7	Cite information sources.
11.2	The student will analyze and evaluate persuasive presentations.
E 11.2.1	Critique the accuracy, relevance, and organization of evidence.
E 11.2.2	Critique the clarity and effectiveness of delivery.
E 11.2.3	Demonstrate effective listening skills.
E 11.2.4	Develop analytical and evaluative questions.
11.4	The student will continue to demonstrate appropriate involvement in small and large groups.
E 11.4.1	Set and meet common goals.
E 11.4.2	Demonstrate an understanding of cooperative roles.
E 11.4.3	Exhibit sensitivity to differences among people.
E 11.4.4	Use effective leadership techniques.
E 11.4.5	Evaluate team responsibilities and leadership techniques.
E 11.4.6	Present dissenting opinions in acceptable ways.

E 11.4.7 Work to establish and articulate a consensus.

READING ANALYSIS

11.6 The student will read and analyze a variety of informational materials.

- E 11.6.1 Use information from texts to clarify or refine understanding of academic concepts.
- E 11.6.3 Apply concepts and use vocabulary in informational and technical materials to complete a task.
- E 11.6.4 Generalize ideas from selections to make predictions about other texts.
- E 11.6.5 Analyze information from a text to draw conclusions.
- E 11.6.6 Evaluate internet sources.

11.9 The student will improve comprehension of literature by improving vocabulary.

- E 11.9.1 Increase vocabulary by using new words from literature and the mass media in speaking and writing.
- E 11.9.2 Use allusions to define words (e.g., names of people; characters in literature, legends and myths; and place names).
- E 11.9.3 Use analogies to expand vocabulary.
- E 11.9.4 Complete analogies and identify the relationship between the parts of the analogy.
- E 11.9.5 Continue to expand vocabulary by using the terms associated with all American literary movements.
- E 11.9.6 Continue to use structural/contextual clues to derive the meaning of new words.
- E 11.9.7 Extend general and specialized vocabularies for reading and writing

11.10 The student will read and analyze nonfiction.

- E 11.10.1 Read and analyze the ideas presented in essays by several of the following authors: Thomas Paine, Ralph Waldo Emerson, Henry David Thoreau, E. B. White, Lewis Thomas, Russell Baker, James Baldwin, Joan Didion, and Alice Walker.
- E 11.10.2 Read, analyze, and evaluate persuasive speeches, such as those of Thomas Paine, for purpose, proof supporting the position, and style.
- E 11.10.3 Read, analyze, and evaluate memoirs.
- E 11.10.4 Analyze letters written by other students for genuine voice and tone.

WRITING

11.11 The student will use the writing process: prewriting, writing, revising, editing, and publishing.

- E 11.11.1 Generate, gather, plan, and organize ideas for writing.
- E 11.11.2 Develop a focus for writing.
- E 11.11.3 Evaluate and cite applicable information.
- E 11.11.4 Organize ideas in a logical manner.

- E 11.11.5 Evaluate writing for self and peers for purpose and audience.
- E 11.11.6 Elaborate ideas clearly and accurately.
- E 11.11.7 Adapt content, vocabulary, voice, and tone to audience, purpose, and situation.
- E 11.11.8 Use a variety of sentences appropriately and correctly.
- E 11.11.9 Use reflection to revise writing.
- E 11.11.10 Revise writing for accuracy and depth of information.
- E 11.11.11 Proofread final copy and prepare document for intended audience and purpose.
- E 11.11.12 Transfer the skills of editing, revising, proofing, and evaluating writing to other classes, occasions, and situations.
- E 11.11.13 Use technology to access information, organize ideas, and develop writing.
- E 11.11.14 Maintain a writing portfolio.

11.13 The student will write in a variety of forms with an emphasis on persuasion.

- E 11.13.3 Write a multi-paragraph persuasive essay using a combination of any of the following: opposing views, reliable evidence, facts, sound generalizations, trustworthy opinions, and logical arguments.
- E 11.13.5 Evaluate and cite applicable information.

11.15 The student will write, revise, and edit personal, professional, and informational correspondence to a standard acceptable in the work place and higher education.

- E 11.15.1 Apply a variety of planning strategies to generate and organize ideas.
- E 11.15.2 Organize information to support the purpose of the writing.
- E 11.15.3 Present information in a logical manner.
- E 11.15.4 Revise writing for clarity.
- E 11.15.5 Edit writing for correct use of language, spelling, punctuation, and capitalization.
- E 11.15.6 Use technology to access information, organize ideas, and develop writing.

11.16 The student will prepare for the transition to career or schools of higher learning.

- E 11.16.1 Practice word processing skills in composition to prepare for entrance into the business and/or academic community.
- E 11.16.2 Use resources independently.

RESEARCH

11.17 The student will analyze, evaluate, synthesize, and organize information from a variety of sources to produce a research product.

- E 11.17.1 Narrow a topic.)
- E 11.17.2 Develop a plan for research.
- E 11.17.4 Select and narrow a topic for an argumentative paper.

- E 11.17.5 Collect information to support a thesis.
- E 11.17.6 Evaluate quality and accuracy of information.
- E 11.17.7 Prepare a formal outline of the paper.
- E 11.17.8 Synthesize information in a logical sequence.
- E 11.17.10 Document sources of information using a style format such as that of the Modern Language Association (MLA) or the American Psychological Association (APA).
- E 11.17.11 Edit writing for clarity of content and effect.
- E 11.17.14 Use technology to access information, organize ideas, and develop writing.