

# Independent School District of Boise City

## Highly Gifted Curriculum Addendum Science 1<sup>st</sup>-4<sup>th</sup> Grade

### Course Description

Using State and Boise School District Curriculum, students will explore concepts in three main areas: earth science, physical science, and life science. Measurement, System thinking, Inquiry, Technology and Problem Solving will be emphasized in each unit of science. As such, the course will concentrate on certain key themes and events central to the Scientific Method and Science Notebook techniques for critical thinking and problem solving.

### Resources

*Using Science Notebooks in the Elementary Classrooms\_* By: Michael P. Klentschy

*Science Experiments by the Hundreds*

*Hands on Science Laboratory Kits*

*Physics: Real Science for Kids*

*Biology: Real Science for Kids*

*Chemistry: Real Science for Kids*

Foothills Learning Center .....Boise Watershed.....Discovery Center

### Scope

Domains of Science	Nature of Science Systems (S1)	Nature of Science Inquiry (S1)	Technology & Problem Solving (S5)
<b>Physical Science (S2)</b> <ul style="list-style-type: none"> <li>• Simple Machines</li> <li>• <u>Pre-Chemistry Science4Kids</u></li> <li>• Foss Food Chemistry Kit</li> <li>• STC Chemical Tests Kit</li> <li>• STC Measurement Kit</li> <li>• <u>Chemistry 1 Science4Kids</u></li> <li>• Foss Electricity &amp; Magnetism</li> <li>• <u>Physics 1 Science4Kids</u></li> <li>• Light and Sound</li> <li>• STC Variables Kit</li> <li>• STC Mixtures and Solutions Kit</li> <li>• <u>Chemistry 2 Science4Kids</u></li> <li>• STC Motion and Design Kit</li> </ul>	Role of Each Part in a System	Conducting Investigations	Solving Problems with Tools

<b>Life Science (S3)</b> <ul style="list-style-type: none"> <li>• STC Plant Growth and Development Kit</li> <li>• <a href="#">Pre-Biology Science4Kids</a></li> <li>• Human Body</li> <li>• Life-Cycles</li> <li>• <a href="#">Biology 1 Science4Kids</a></li> <li>• Idaho Ecosystems</li> <li>• STC Microworlds Kit</li> <li>• <a href="#">Biology 2 Science4Kids</a></li> <li>• STC Environments Kit</li> </ul>			
<b>Earth &amp; Space Science (S4)</b> <ul style="list-style-type: none"> <li>• Solar System</li> <li>• Recycling and Conservation</li> <li>• STC Water</li> <li>• Delta Oceanography Kit</li> <li>• FOSS Rocks and Minerals</li> <li>• STC Climate</li> </ul>			

<b>Unit</b>	<b>Nature of Science: Systems, Inquiry, Technology &amp; Problem Solving</b>	<b>Integrate into all units</b>
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1	Instructional Objective		Standard Reference				
			Science	L.A.	Math		
No.	Objectives		Resources		Assessment		
	Know:	Be Able To:	Text	Labs or Activities	S N	E O C	I S A T
01	Systems have identifiable elements and processes.	Describe the important elements of the system.					
02	Systems have identifiable boundaries.	Delineate the boundaries of the system.					
03	Most systems receive input, material, or informational; from outside their boundaries and generate output to the world outside their boundaries.	Describe input into the section and describe output from the system.					
04	The elements of a system interact with each other and with input from outside the system. These interactions shape and determine the behavior of the system.	<ul style="list-style-type: none"> <li>-Identify elements, boundaries, input, output (interactions) as parts of systems.</li> <li>-Use the terms describing systems to identify the components of the system under study.</li> <li>-Transfer knowledge about the system studied to other systems.</li> </ul>					

2	Instructional Objective: Inquiry Scientific Habits of the Mind		Standard Reference				
			Science	LA	Math		
No.	Objectives		Resources		Assessment		
	Know:	Be Able To:	Text	Lab Kit	S N	E O C	I S A T
01	Scientists are curious and interested in solving scientific problems.	Demonstrate scientific curiosity and interest in a scientific problem.					
02	Scientists formulate problems and solutions.	Demonstrate ideational fluency in formulating science problems and solutions.			X		
03	Scientists analyze and evaluate scientific arguments.	Analyze and evaluate scientific arguments.			X		
04	Scientists analyze scientific problems from multiple perspectives.	Analyze scientific problems from multiple perspectives.			X		
05	Scientists use inductive and deductive reasoning to formulate critical questions for given presentations of scientific ideas.	Formulate critical questions for given presentations of scientific ideas.			X		
06	Scientist use logical reasoning to analyze and synthesize information.	Show evidence supporting scientific statements whenever possible and reasonable: saying X is so and this is how we know.					
07	Scientists make the results of their investigations public, even when the results contradict their expectations.	Evaluate the arguments of scientists and pseudo scientists.			X		
08	Scientific inquiry develops critical thinking skills.	-Assess progress in conducting experiments. -Determine obstacles and create alternatives to them. -Provide solutions to unsuccessful strategies. -Evaluate effectiveness of research designs and process used.			X		
09	Analysis, synthesis, and evaluation of scientific themes are tools for scientific study.	-Evaluate themes based upon real life experiences. -Understand facts and ideas in the context of a contextual framework. -Organize knowledge in ways that facilitates retrieval and application					
10	Scientists develop statistical analysis of data.	Formulate multiple perspectives and choose the best method to display the data.					
11	Scientists use assumptions to test a line of reasoning.	State assumptions behind a line of reasoning.					
12	Scientists provide evidence and data to support a	Use higher level, content specific vocabulary to					

	claim, issue, or thesis statement.	make inferences based on evidence.					
13	Scientists record their reflections, observations and metacognitive conclusions.	-Communicate scientific procedures and explanations, evaluate influence of outside factors/bias. -Formulate relevant questions. -Validate a source as to its authenticity and authority.					
14	Scientists explore scientific study through field experiences.	Design and conduct scientific investigations, record observations and select important data from professionals during field studies.					

3	Instructional Objective : Technology and Problem Solving		Standard Reference				
	Solving Problems with Tools		Science	LA	Math		
No.	Objectives		Resources		Assessment		
	Know:	Be Able To:	Text	Labs or Activities	S N	E O C	I S A T
01	Simple problems can be solved through a design process that includes: defining the problem, gathering information, exploring ideas, making a plan, testing possible solutions to see which is best, and communicating the results.	Design a solution to a simple problem (e.g., design a tool for removing an object from a jar when your hand doesn't fit). Use the design process – define the problem, gather information, explore ideas, make a plan, test possible solutions, and communicate results.			X		
02	Scientific ideas and discoveries can be applied or used to solve problems.	Give an example in which the application of scientific knowledge helps solve a problem (e.g., use electric lights at night).			X		
03	People in all cultures around the world have always had problems and invented tools and techniques to solve problems.	Describe a problem that people in different cultures around the world have had to solve and the ways they accomplished it.			X		
04	Tools help scientists see more, measure more accurately, and do things they could not otherwise accomplish.	Select appropriate tools and materials to meet a goal or solve a problem and explain the reason for those choices.					
05	Successful solutions to problems often depend on selection of the best tools, materials, and previous experiences.	Students evaluate how well they solved the problem and discuss what they might do differently the next time they have a similar problem.			X		
06	Many people make contributions to science.	Identify the contributions of notable scientists.			X		

## Highly Gifted Curriculum Addendum Leadership 1st – 4<sup>th</sup> Grade

## Course Description

The goal of the highly gifted leadership program is to transform students from classroom occupants into active leaders and supportive citizens.

## Resources

*William and Mary: Road to the White House: Electing the American President*  
 Biographies and Autobiographies of Notable Past and Present Leaders  
*William and Mary: Autobiographies*  
 De Bono's *Six Thinking Hats*  
 Creative Problem Solving Process  
 BSD Gifted Program Curriculum Unit

		<b>Instructional Objective: Leadership</b>		<b>Standard Reference</b>		
		To enhance leadership qualities by developing skills that enable individuals to become effective leaders in the classroom and in the community		Science	LA	Math
No.	Objectives			Resources		Assessment
		Know:	Be Able To:	Text	Labs or Activities	E O C
01	Local, national, international, and historical leaders have common attributes that cross time and national boundaries.	Identify and list personal qualities and skills that leaders share.				
02	Decision making techniques, strategies for leading a group, and persuading others to take an action, position, idea or plan, are leadership skills.	Demonstrate decision making techniques, strategies for leading a group and persuade others to adopt a plan or action for change.				
03	Good leaders self evaluate using introspective and thoughtful processes.	Modify behavior based upon self and peer evaluation.				
04	Leaders and members of groups work together to affect change.	-Classify effective traits and roles of citizenship. -Demonstrate ability to be a productive group member. -Differentiate between the need to be a leader or member of a group.				

## Highly Gifted Curriculum Addendum Affective 1st – 4<sup>th</sup> Grade

### Course Description

High ability learners need specific curriculum that addresses their socio-emotional needs and enhances development of the whole child, rather than just focusing on cognitive development.

### Resources

Revised 2009

Habits of Mind, Tribes, Questioning Makes the Difference, Thinking is the Key, The Essential 55, Boise School District-Course Outline: Affective Curriculum for the Gifted, The Gifted Kids' Survival Guide, More Than a Test Score, Perfectionism, The Survival Guide for Kids with ADD or ADHD, The Gifted Kids' Survival Guide/A Teen Handbook, High IQ Kids, What to Do When Good Enough Isn't Good Enough,

		<b>Instructional Objective: Affective</b>  To Develop Appropriate Social and Emotional Qualities  To Enhance Affective Skills of Self-Knowledge and Interpersonal Knowledge Used to Function Effectively as an Individual		<b>Standard Reference</b>		
				<b>Science</b>	<b>LA</b>	<b>Math</b>
<b>No.</b>	<b>Objectives</b>		<b>Resources</b>		<b>Assessment</b>	
	<b>Know:</b>	<b>Be Able To:</b>	<b>Text</b>	<b>Labs or Activities</b>	<b>E</b>	<b>S</b>
01	Socially and emotionally well adjusted people recognize their personal self worth and appreciate the worth of others.	Discuss social and emotional issues that provide the opportunity to express personal self worth and appreciation of others.				
02	High ability learners have individual talents and traits.	Identify and built self actualization of gifted talents and traits.				
03	Sensitivities are characteristics of high ability learners.	Compare and contrast the sensitivities of self and others as they lead to better understanding of their own individual needs and issues.				
04	Risk taking is an important aspect as we accelerate out ability to reason and problem solve.	Practice responsible risk taking in areas outside comfort level.				
05	Tolerance is essential as high ability learner accept ambiguity.	Develop tolerance for ambiguity.				
06	Intrinsic motivations help develop more self esteem.	Develop a sense of autonomy and self-awareness. -Initiate projects and persisting to a final outcome by utilizing personal competence.				
07	Connections with people provide a fulfilling life.	Build personal connections with peers and adults.				
08	There are habits that successful people possess.	Define and model the 16 Habits of the Mind.				

## Highly Gifted Curriculum Addendum Creativity 1st – 4<sup>th</sup> Grade

### Course Description

High ability learners need specific curriculum that addresses their true creativity.

### Resources

*DeBono's Six Thinking Hats, Creatraptions. Creative Problem Solving, Mind Poppers, A Whack on the Side of the Head, A Kick in the Seat of the Pants, Bob Bishop's Creativity, Gelb's Learning to Think Like Leonardo Da Vinci*

		<b>Instructional Objective: Creativity</b> Develop True Creativity Which Is the Immediate, Ongoing, Waking Vision of a Unified Intelligence Quickly Overcoming All Forms of Restriction.		<b>Standard Reference</b>		
				<b>Science</b>	<b>LA</b>	<b>Math</b>
<b>No.</b>	<b>Objectives</b>		<b>Resources</b>		<b>Assessment</b>	
	<b>Know:</b>	<b>Be Able To:</b>	<b>Text</b>	<b>Labs or Activities</b>	<b>E O C</b>	<b>I S A T</b>
01	Creative people are purposeful as well as imaginative.	Employ original thoughts.				
02	Imaginative activity is directed at achieving an objective.	Use quiet moments to listen and search mental images.				
03	The characteristics of creativity always involve thinking or behaving imaginatively.	Select and focus on something of interest. -SCAMPER technique -Synectics				
04	The process must generate something original.	Hold the image in thought for development by using the “cognitive processes”. -Fluent thinking-think of the most ideas. -Flexible thinking-take different approaches. -Original thinking-think in unusual or unique ways. -Elaborative thinking-add details to an idea.				
05	The outcome must be of value in relation to the objective.	Produce something of value for a given situation by taking risks, seeking complexity, being curious, and using imaginative thinking.				
06	Creativity is the act of turning new and imaginative ideas into reality.	Explain and construct an original creation.				
07	Creativity involves two processes: thinking, then producing.	Think and produce a given product.				

## Highly Gifted Curriculum Addendum Research 1st – 4<sup>th</sup> Grade

### Course Description

High ability learners need specific curricula that address skills used to find information.

### Resources

*IIM Independent Investigation Method, Mindmapping, Graphic organizers*

<b>Instructional Objective: Develop appropriate research skills</b>		<b>Standard Reference</b>
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To enhance skills that enable individuals to find information

		Science	LA	Math			
No.	Objectives		Resources		Assessment		
	Know:	Be Able To:	Text	Labs or Activities		E O C	I S A T
01	Research is a sequential process.	Select a topic, formulate goal setting questions, record resources and note facts, organize notes into categories, produce and present a final product.					
02	Research is used to answer questions or gather data.	Formulate rich researchable questions.  Choose appropriate sources to answer questions.					
03	There are many sources for information.	Use an internet search engine to find appropriate information. Use index, non-print, primary, print and secondary sources. Conduct interviews with an expert.					
04	Research must be cited using a standard format in a bibliography.	Cite sources properly.					
05	Information should be put in own words.	Write information using their words by taking notes or using graphic organizers.					
06	Information must be organized for use in a product.	Organize information for a product.					
07	Product should be shared with an appropriate audience.	Present a finished product to an audience.					

## Highly Gifted Curriculum Addendum Critical Thinking 1st – 4<sup>th</sup> Grade

### Course Description

High ability learners need specific curriculum that addresses skills used to evaluate written and spoken propositions in the affective and cognitive areas.

### Resources

*Philosophy for Kids, Touchpebbles, Touchstones*

	Instructional Objective: Develop appropriate Critical Thinking skills.	Standard Reference
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		Science	LA	Math			
No.	Objectives		Resources		Assessment		
	Know:	Be Able To:	Text	Labs or Activities		EOC	ISAT
01	Analogies show relationships between words and ideas.	Determine the relationship between the first two words or ideas and find the same relationship among the choices which follow the first two or words or ideas.					
02	Bloom's Taxonomy is a continuum of thinking.	Apply Bloom's taxonomy to learning.					
03	Convergent thinking is a process of taking a large number of facts or associations and putting them together in a certain way to come up with the right answer.	Formulate a possible answer by simplifying information.					
04	Divergent thinking is using a large number of answers or solution to generate different thoughts.	Generate multiple thoughts and solutions.					
05	Inductive thinking is the discovery of the rule or principle underlying the observed pattern.	Use inductive thinking to discover patterns.					
06	Deductive thinking is the process of predicting future events or patterns.	Predict future events and patterns.					

## Highly Gifted Curriculum Addendum Problem Solving 1st – 4<sup>th</sup> Grade

### Course Description

High ability learners need specific curriculum that addresses skills of convergent, divergent and evaluative thinking which are used to solve problem in the real world.

### Resources

*Creative Problem Solving for Kids, Becoming a Problem Solving Genius, Future Problem Solving*

		Instructional Objective; Develop appropriate Problem solving skills		Standard Reference			
		To enhance problem solving skills by enabling individuals to solve problems in the real world		Science	LA	Math	
No.	Objectives		Resources		Assessment		
	Know:	Be Able To:	Text	Labs or Activities		EOC	ISAT
01	Creative problem solving is an organized problem	Identify and use the techniques of fact finding,					

	solving procedure.	problem finding, idea finding, solution finding and acceptance finding.					
02	Forecasting is a technique used to predict or state that something will definitely occur.	Analyze and clearly state an idea without ambiguity and being absurd using the four criteria; expertise, bias, recency and consistency.					
03	Extrapolation is to infer and then deduce.	View a pattern of past events in a way that the direction of future events can be forecasted.					
04	A scenario is simply a description of a sequence of events which might possibly happen in the future, if a certain trend is allowed to continue.	Write a scenario that would see the consequences of action and offer an alternative.					

## Highly Gifted Curriculum Addendum Math 1st – 4<sup>th</sup> Grade

### Course Description

The highly gifted mathematics program uses the State and Boise School District curriculum as a continuum. Each child moves along at an appropriate pace based upon student need. The students will solidify conceptions about themselves as learners of mathematics. They will be able to use their emerging capabilities of finding and imposing structure, conjecturing and verifying, thinking hypothetically, comprehending cause and effect, and engaging in abstraction and generalization.

### Resources

*Singapore Primary Mathematics 1A-5B, Problem Solvers, Hands on Equations, Zaccaro: Primary Grade Challenge Math, Algebraic Thinking-First Experiences, Interact Simulations: Math Quest, Math Rules Book 1, 2, 3, Key Curriculum Press, 3M3, Investigations.*

		<b>Instructional Objective; Solidify conceptions about themselves as learners of mathematics.</b>  Use emerging capabilities of finding imposing structure, conjecturing and verifying, thinking hypothetically, comprehending cause and effect, and engaging abstraction and generalization.	<b>Standard Reference</b>				
			<b>Science</b>	<b>LA</b>	<b>Math</b>		
<b>No.</b>	<b>Objectives</b>		<b>Resources</b>		<b>Assessment</b>		
	<b>Know:</b>	<b>Be Able To:</b>	<b>Text</b>	<b>Labs or Activities</b>		<b>E O C</b>	<b>I S A T</b>
01	Mathematics is represented and analyzed through situations and structures using algebraic symbols.	Develop a conceptual understanding of different uses of variables.					
02	Math has relationship between symbolic expressions.	Explore relationships between symbolic expressions.					
03	Simple algebraic expressions are expressed through equivalent forms.	Recognize equivalent forms for simple algebraic expressions.					
04	Symbolic algebra represents situations and solves problems.	Use symbolic algebra to represent situations and solve problems.					

05	Two and three dimensional geometric shapes have characteristics and properties.	Precisely describe, classify, and understand relationships among types of two and three dimensional objects using defining properties.					
06	Geometric shapes have angles, side lengths, perimeters, areas and volume.	Understand the relationship among the angles, side lengths, perimeters, areas, and volumes of similar objects.					
07	Probability has basic concepts.	Understand and apply basic concepts of probability.					
08	Complementary and mutual exclusive events have appropriate terminology.	Use appropriate terminology to describe complementary and mutual exclusive events.					
09	Problem solving builds new mathematical knowledge.	Communicate coherent language and mathematical thinking to precisely express ideas in math.					
10	Mathematicians utilize metacognition.	Practice drawing inferences, making deductions, formulating relevant questions, and problem solving strategies to solve complex multi-step problems.					

## Highly Gifted Curriculum Addendum: Social Studies 1<sup>st</sup> - 4<sup>th</sup> Grade Course Description

Using State and Boise School district Curriculum, students will receive instruction in Local/State and World History including Ancient Civilizations. The courses will concentrate on the World Study Model and significant events. These themes including content knowledge and skills in the following areas: critical thinking and analytical skills, evolution of democracy, exploration and expansion, migration and immigration, political, social, and economic response to industrialization, technological innovation, international relations, organization and formation of the system of government including citizen responsibilities and rights, economic fundamentals, economic influences and geography. Social Studies topics are rotated within a two year cycle to accommodate the multiple grade level classrooms needs. All curriculums are developed with greater depth and breadth so that a deeper understanding of the historical elements may be discovered.

### Resources

*History Alive! The Medieval World and Beyond, History Alive! The Ancient World, Center for Gifted Education/College of William and Mary; Ancient Egypt: Gift of the Nile, Ancient China: The Middle Kingdom, The Road to the White House: Electing the American President, Building a New System: Colonial American 1607-1763, The Story of the World Vol. 1-4, Northwest Speaks 2001, Idaho History/Discovering, Tomorrow Through Yesterday, Worldscapes Literacy Series, Interact Simulation Units, Passport Club, National Geo-Bee, Current Events and Biographies of Important People*

### Scope

Domains of Social Studies	Nature of Social Science Systems	Nature of Social Science Inquiry	Technology & Problem Solving
<ul style="list-style-type: none"> <li>Ancient Worlds: China, Egypt Medieval, Vikings</li> <li>Explorers: Encounters and</li> </ul>	Role of Each Part in a System	Conducting Investigations	Solving Problems with Tools

<ul style="list-style-type: none"> <li>• Transformation</li> <li>• Biographies of Famous People</li> <li>• Geography</li> <li>• Citizenship</li> <li>• Cultures</li> <li>• Under Represented Groups</li> <li>• Pioneers</li> <li>• Communities</li> <li>• Boise</li> <li>• Native Americans</li> <li>• Indigenous People</li> <li>• Lewis and Clark</li> <li>• Immigration</li> <li>• Bill of Rights</li> <li>• Constitution</li> <li>• Idaho History</li> </ul>			
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		<b>Instructional Objective: Social Studies</b>		<b>Standard Reference</b>				
		Develop understanding of cause/effect relationships to events and eras in history		<b>Social Studies</b>	<b>LA</b>	<b>Math</b>		
<b>No.</b>	<b>Objectives</b>		<b>Resources</b>		<b>Assessment</b>			
	<b>Know:</b>	<b>Be Able To:</b>	<b>Text</b>	<b>Labs or Activities</b>		<b>E O C</b>	<b>I S A T</b>	
01	Cause/effects situations alter history to different degrees.	-Evaluate the degree of influence various causes have upon specific effects. -Identify short and long term effects of given causes.						
02	A historian views the world through multiple lenses and applies reasoning skills with a global view.	-Formulate multiple perspectives. -State a premise behind a line of reasoning. -Provide evidence and data to support a claim, issue, or thesis statement. -Make inferences based on evidence.						
03	A historian uses specific vocabulary to precisely describe historical events.	-Define features of geography, history and culture that underlay the elements of civilizations – past and present. -Define civilization and develop understanding of details of daily life that defines a civilization.						
04	A historian has skills in historical analysis and	-Describe the author’s intent in producing a given						

	primary source interpretation.	document. -Evaluate the influence of author and audience bias in a given document. -Validate a source as to its authenticity, and authority. -Analyze effects of given sources on interpretation of historical events.					
05	Modern historians decode forms of writing to understand the mystery of a past civilization.	Identify forms of writing to explain how modern historians determine meaning from symbols or pictures.					
06	Monuments signify important functions in civilizations.	Analyze the purpose or function of monuments in civilizations and the processes involved in building them.					
07	Governments use different systems to rule.	-Compare and contrast democratic systems with states ruled by monarchs/dynasties. -Compare and contrast money and barter economies.					
08	Maps help document location and meaning.	Use maps to locate information and compare/contrast land areas.					
09	Producers use natural, human and capital resources in the past and present.	Describe how producers have used natural, human and capital resources in the past and present.					
10	The methodology and metacognition a historian uses in their work.	Explain steps necessary to conduct research and formulate relevant questions.					

## Highly Gifted Curriculum Addendum Communication 1st – 4<sup>th</sup> Grade

### Course Description

High ability learners need specific curricula that develop inter-personal, group and presentational communication skills and abilities for oral, written and technological communication.

### Resources:

	Instructional Objective		Standard Reference				
			Science	LA	Math		
No.	Objectives		Resources		Assessment		
	Know:	Be Able To:	Text	Labs or Activities		E O C	I S A T
01	Good communication requires accurately	Demonstrate a variety of body language clues,					

	interpreting on-going feedback from the person(s) with whom you are communicating and using that input to continually adjust your message or delivery to make it more effective.	vocalizations and phrases in inter-personal and large group communication oral or written communication and correctly interpret them					
02	Listening and reflection skills are a crucial part of the communication cycle.	Use listening and reflection in conflict resolution situations, I messages practice, Socratic discussion, rocket ship communication, and Thinking Hats					
03	The purpose of the communication as well as the knowledge and beliefs of the audience determine the techniques that are appropriate and effective	Discuss how the communication changes as the audience changes and support assertions with evidence					
04	Clear oral communication to a group (public speaking) requires the use of specific physical skills	Demonstrate effective use of voice control, pacing, body movement, direction of focus, and visual aids for a particular audience					
05	Using established communication protocols for organization and focus enhance clear communication	Use the correct steps for a public speech (including hook, need to know, body, supporting documentation, transitions, word choice, summary, reference to introduction, call to action,) in an original public speech and identify them in famous public speeches					
06	Visuals or technology are a tool to enhance the purpose of the communication.	Demonstrate the conventions of effective visuals including limited words, color, focus on message not the technique, review, emphasis, attention catchers, and organizer. List and demonstrate presenter skills of using a visual including facing audience, advance preparation, audience visibility, volume and pointers.					
06	Communication intended to inform or persuade must begin with the audience's current level of understanding and belief then work effectively toward the goal belief or understanding	Use a variety of strong supports for each assertion. Arrange assertions in order of compliance with audience's current belief. Identify words and phrases with negative connotations in a variety of situations and topics so you can avoid them.					
07	Debates and trials require specific techniques of both protocol and persuasion. Listening, organization, knowledge and data and analysis skills are crucial to this form of communication.	Apply listening and notetaking skills to accurately record the opponent's case. Analyze the case for weak points and organize a rebuttal. Apply the protocol of debates or trials in simulations such as mock trial or competitive debate.					