

| COMPONENT | OBJECTIVES | COMPETENCY |
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| <p><i>I Speaking Forums</i></p> | <ol style="list-style-type: none"> 1. <i>Orally interprets a poem of a maximum of five to seven minutes in length.</i> 2. <i>Orally interprets a published prose selection of a maximum of five to seven minutes in length.</i> 3. <i>Presents an impromptu speech of 2 to 3 minutes in length.</i> 4. <i>Presents a well-organized 3 to 5 minute informative persuasive speech.</i> 5. <i>Orally interprets a maximum 7 minute prose or dramatic selection with a partner.</i> 6. <i>Understands the steps in problem-solving.</i> 7. <i>Participates in a formal group discussions using problem-solving techniques.</i> | <ol style="list-style-type: none"> A. <i>The student can demonstrate the ability to perform an impromptu, informative, and a persuasive speech.</i> B. <i>The student can demonstrate the ability to perform an interpretive selection including prose, poetry, and/or drama.</i> C. <i>The student can incorporate the steps in problem-solving in a formal group discussion.</i> |
| <p><i>II Verbal Communication (Voice and Diction)</i></p> | <ol style="list-style-type: none"> 1. <i>Practices vocal projection.</i> 2. <i>Pronounces, articulates, and enunciates words clearly.</i> 3. <i>Uses breath control and relaxation techniques effectively.</i> 4. <i>Uses the speech mechanism to his/her advantage.</i> 5. <i>Develops his/her vocal range.</i> | <ol style="list-style-type: none"> A. <i>The student can use his/her voice for conscious communication of thoughts and feelings in classroom speech and interpretation activities.</i> |
| <p><i>III Non-verbal Communication</i></p> | <ol style="list-style-type: none"> 1. <i>Understands non-verbal communication.</i> 2. <i>Uses non-verbal symbols when speaking and listening.</i> 3. <i>Incorporates effective gestures, facial expressions, and/or movement into speech activities.</i> | <ol style="list-style-type: none"> A. <i>The student can use a variety of expressive body movements in classroom activities.</i> |

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| <i>IV Research</i> | <ol style="list-style-type: none"> 1. <i>Locates information using indexes, reference books, files, computers, magazines, and newspapers.</i> 2. <i>Utilizes the mass media to obtain information for classroom activities.</i> | <ol style="list-style-type: none"> A. <i>The student can demonstrate an ability to use the research facilities available in the school media center, in the home, in the classroom and at the public library to fulfill their classroom activities.</i> |
| <i>V Organization</i> | <ol style="list-style-type: none"> 1. <i>Develops various introductions and conclusions in speech preparation.</i> 2. <i>Understands the use of a three-point analysis in the body of a speech.</i> 3. <i>Uses a variety of organizational methods such as chronological, cause/effect, and comparison/contrast.</i> 4. <i>Constructs an outline for an assigned speech.</i> | <ol style="list-style-type: none"> A. <i>The student will present a well-organized speech which includes an introduction, a body, and a conclusion.</i> B. <i>The student can apply the correct outline format for a speech.</i> |
| <i>VI Analysis</i> | <ol style="list-style-type: none"> 1. <i>Identifies facts from opinions used in a newspaper or magazine article.</i> 2. <i>Constructs and presents an argument using reasons derived from facts, statistics, and examples.</i> | <ol style="list-style-type: none"> A. <i>The student can demonstrate an understanding and an ability to use evidence and analysis.</i> |
| <i>VII Critique</i> | <ol style="list-style-type: none"> 1. <i>Establishes guidelines to follow when making comments to a speaker.</i> 2. <i>Creates evaluation forms using established criteria.</i> 3. <i>Understands the differences in criteria used to evaluate speech, debate, and/or oral interpretation.</i> 4. <i>Recognizes the value of feedback.</i> | <ol style="list-style-type: none"> A. <i>The student can explain, verbally or in writing, the criteria for evaluating a speech and interpretation activity.</i> B. <i>The student can participate in a teacher-led evaluative discussion of a speech and interpretation activity.</i> |

LANGUAGE ARTS

| COMPONENT | OBJECTIVES | COMPETENCY |
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| <p><i>VIII Personal/Social Development</i></p> | <ol style="list-style-type: none"> 1. <i>Establishes criteria for classroom behavior during a performance.</i> 2. <i>Applies criteria to the performance, performer, and observer.</i> 3. <i>Understands the value of self analysis for growth.</i> | <p>A. <i>The student can evaluate his/her personal behavior during a classroom performance.</i></p> |
| <p><i>IX Roles/Careers</i></p> | <ol style="list-style-type: none"> 1. <i>Explores and identifies careers utilizing oral communication skills.</i> 2. <i>Writes an informative commentary on one selected career.</i> | <p>A. <i>The student can describe in a written statement the significance of oral communication skills in his/her selected career.</i></p> |