

COMPONENT	OBJECTIVES	COMPETENCY
<p><i>III Non-verbal Communication</i></p>	<ol style="list-style-type: none"> 1. <i>Uses his/her body to communicate without the use of sound.</i> 2. <i>Understands the relationship between verbal and non-verbal communication.</i> 3. <i>Uses non-verbal cues to enrich or elaborate.</i> 4. <i>Reveals and reflects an emotional state by non-verbal behaviors.</i> 	<p><i>A. The student can use non-verbal signals to enhance debate, speech, and interpretation presentations in class.</i></p>
<p><i>IV Research</i></p>	<ol style="list-style-type: none"> 1. <i>Understands the importance of research to a speaker.</i> 2. <i>Manages time effectively when researching information.</i> 3. <i>Prepares and conducts an interview as part of the speech preparation process.</i> 4. <i>Conducts a survey to obtain information.</i> 5. <i>Obtains index cards and/or legal pads to record research information.</i> 6. <i>Evaluates the credibility of sources.</i> 7. <i>Legibly records material from research materials.</i> 8. <i>Includes title, date, and page number of the source of information.</i> 9. <i>Uses a variety of supporting materials from different sources.</i> 	<p><i>A. The student can demonstrate an ability to use the research facilities in the school media center, in the classroom, at home, at the public library, in catalogues, and from book stores to fulfill their classroom activities.</i></p> <p><i>B. The student is able to competently record research information.</i></p>
<p><i>V Organization</i></p>	<ol style="list-style-type: none"> 1. <i>Differentiates between affirmative and negative evidence.</i> 2. <i>Constructs an outline using affirmative and negative evidence.</i> 	<p><i>A. The student can organize evidence according to affirmative and negative arguments.</i></p>

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<p><i>VI Analysis</i></p>	<ol style="list-style-type: none"> 1. <i>Understands the difference between an affirmative and a negative argument.</i> 2. <i>Presents an oral summary of the arguments used in a newspaper or magazine.</i> 3. <i>Constructs and presents a speech of not less than 3 minutes advocating some change in school policy using analysis and evidence.</i> 	<p>A. <i>The student can implement the techniques of proof from analysis and evidence in a classroom activity.</i></p>
<p><i>VII Critique</i></p>	<ol style="list-style-type: none"> 1. <i>Contributes constructive criticism.</i> 2. <i>Critiques a speech using given criteria.</i> 3. <i>Understands the difference in criteria used to evaluate a speech and oral interpretation.</i> 4. <i>Participates in giving feedback.</i> 5. <i>Uses evaluation forms effectively.</i> 6. <i>Understands the make up of an audience by being aware of their differences and similarities.</i> 7. <i>Notes positive and negative audience responses.</i> 8. <i>Interprets the effects of positive and negative audience response.</i> 9. <i>The student will compare self-evaluation with teacher evaluation.</i> 	<p>A. <i>The student can critique a speech and/or interpretation activity, verbally and in writing, based on criteria established in class.</i></p> <p>B. <i>The student as an observer can critique the audience of a speech and interpretation activity, verbally and in writing, based on criteria established in class.</i></p> <p>C. <i>The student can evaluate his/her own classroom activities.</i></p>

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<p><i>VIII Personal/Social Development</i></p>	<ol style="list-style-type: none"> 1. <i>Exerts a high level of effort.</i> 2. <i>Demonstrates a realistic and positive view of himself/herself.</i> 3. <i>Demonstrates friendliness, assertiveness, adaptability, empathy, and politeness in classroom activities.</i> 4. <i>Exhibits interest in what others say and do.</i> 5. <i>Exhibits civic personal and social responsibility.</i> 	<ol style="list-style-type: none"> A. <i>The student can apply the elements of appropriate peer behavior for classroom speaking activities.</i> B. <i>The student can practice appropriate personal and peer behavior in speech activities in the school and community.</i>
<p><i>IX Roles/Careers</i></p>	<ol style="list-style-type: none"> 1. <i>The student can identify five careers in which good communication skills are essential.</i> 2. <i>The student can present a three minute informative speech on a selected career.</i> 	<ol style="list-style-type: none"> A. <i>The student can explore and research career opportunities in oral communication.</i>