

COMPONENT	OBJECTIVES	COMPETENCY
<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 seven to ten 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 speech.</i> 5. <i>Presents a well-organized 3 to 5 minute persuasive speech.</i> 6. <i>Presents a well-organized extemporaneous speech of 3 to 5 minutes.</i> 7. <i>Orally interprets a maximum ten minute prose or dramatic selection with a partner.</i> 8. <i>Understands the steps in problem-solving.</i> 9. <i>Participates in a formal group discussion using problem-solving techniques.</i> 	<ol style="list-style-type: none"> A. <i>The student can demonstrate the ability to perform an impromptu, informative, persuasive, and extemporaneous 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 demonstrate the ability to interact in a formal group discussion.</i>
<p><i>II Verbal Communication (Voice and Diction)</i></p>	<ol style="list-style-type: none"> 1. <i>Uses pitch and inflection to improve vocal effectiveness.</i> 2. <i>Uses appropriate breathing, tone, and pitch.</i> 3. <i>Develops vocal range.</i> 4. <i>Demonstrates an ability to vocally interpret written material fluently, distinctly, and expressively.</i> 5. <i>Pronounces, articulates, and enunciates all words clearly.</i> 	<ol style="list-style-type: none"> A. <i>The student can apply the principles of voice production to classroom speaking activities.</i>

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<p><i>III Non-verbal Communication</i></p>	<ol style="list-style-type: none"> 1. <i>Uses non-verbal communication to complement verbal communication.</i> 2. <i>Uses non-verbal communication to emphasize verbal communication.</i> 3. <i>Observes non-verbal communication in the classroom.</i> 4. <i>Listens and interprets the message in a speech.</i> 5. <i>Incorporates effective gestures, facial expressions, and body movement in speech activities.</i> 6. <i>Avoids barriers to effective listening and know how to overcome them.</i> 	<ol style="list-style-type: none"> A. <i>The student can observe and use the elements of non-verbal communication in classroom speaking activities.</i> B. <i>The student can practice good listening skills.</i> C. <i>The student can use a variety of expressive body movements in classroom activities.</i>
<p><i>IV Research</i></p>	<ol style="list-style-type: none"> 1. <i>Locates information using indexes, references books, files, computers, magazines, and newspapers.</i> 2. <i>Organizes and processes information found in libraries.</i> 3. <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 fulfil his/her classroom activities..</i>
<p><i>V Analysis/Reasoning</i></p>	<ol style="list-style-type: none"> 1. <i>Recognizes the importance of analysis and reasoning strategies.</i> 2. <i>Identifies analysis and reasoning strategies including analogy, cause to effect, as well as deductive and inductive reasoning.</i> 3. <i>Demonstrates analysis and reasoning strategies in impromptu, informative, persuasive, and extemporaneous speaking and in group discussions.</i> 4. <i>Listens for faulty reasoning.</i> 5. <i>Labels fallacies and recognizes how they negatively effect a presentation.</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 fulfil his/her classroom activities..</i> B. <i>The student can avoid fallacies in reasoning in classroom presentations.</i>

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<p><i>VI Critique</i></p>	<ol style="list-style-type: none"> 1. <i>Establishes criteria for evaluating speech activities.</i> 2. <i>Uses constructive criticism to improve his/her work.</i> 3. <i>Contributes constructive criticism in the evaluation of other speakers.</i> 4. <i>Identifies a speaker's goals, main ideas, and supporting details.</i> 	<p>A. <i>The student can establish and use criteria to evaluate speech activities.</i></p>
<p><i>VII Role/Careers</i></p>	<ol style="list-style-type: none"> 1. <i>Explores career opportunities in which oral communication skills are used.</i> 	<p>A. <i>The student can understand the significance of communication in a wide variety of careers.</i></p>