

COMPONENT	OBJECTIVES	COMPETENCY
<p><i>I Speaking Forums</i></p>	<ol style="list-style-type: none"> <li>1. <i>Writes a bill or resolution for student congress.</i></li> <li>2. <i>Presents a 3 minute affirmative or negative congress speech.</i></li> <li>3. <i>Presents an abbreviated version of a policy debate.</i></li> <li>4. <i>Role plays the presiding officer in a student congress session.</i></li> <li>5. <i>Identifies and applies correct parliamentary procedure.</i></li> <li>6. <i>Participates in a round of L-D (Lincoln-Douglas) debate.</i></li> <li>7. <i>Recognizes and uses the fundamentals of cross-examination.</i></li> <li>8. <i>Presents a 7-10 minute duo interpretation from a selection of published plays.</i></li> <li>9. <i>Presents a 7-10 minute original oration.</i></li> </ol>	<ol style="list-style-type: none"> <li>A. <i>The student can identify and apply the format and mechanics of a session of student congress in the classroom.</i></li> <li>B. <i>The student can identify and apply the rules of parliamentary procedure.</i></li> <li>C. <i>The student can identify the format of a round of policy debate.</i></li> <li>D. <i>The student can apply the elements of policy debate in a debate round.</i></li> <li>E. <i>The student can identify the format of L-D debate.</i></li> <li>F. <i>The student can apply the elements of L-D in a debate round.</i></li> <li>G. <i>The student can identify and apply the fundamentals of cross-examination in a debate round or student congress session.</i></li> <li>H. <i>The student can demonstrate the ability to perform an interpretive selection using drama.</i></li> <li>I. <i>The student can demonstrate the ability to perform an original oration.</i></li> </ol>
<p><i>II Verbal Communication</i></p>	<ol style="list-style-type: none"> <li>1. <i>Uses pitch and inflection to improve vocal effectiveness.</i></li> <li>2. <i>Uses appropriate breathing, tone, and pitch.</i></li> <li>3. <i>Develops vocal range.</i></li> <li>4. <i>Demonstrates an ability to vocally interpret written material fluently, distinctly, and expressively.</i></li> </ol>	<ol style="list-style-type: none"> <li>A. <i>The student can apply the principles of voice production to classroom speaking activities.</i></li> </ol>

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<p><i>III Non-verbal Communication</i></p> <p><i>IV Research</i></p>	<p><i>5. Pronounces, articulates, and enunciates all words clearly.</i></p> <p><i>1. Uses non-verbal communication to complement verbal communication.</i></p> <p><i>2. Uses non-verbal communication to emphasize verbal communication.</i></p> <p><i>3. Observes non-verbal communication in the classroom.</i></p> <p><i>4. Listens and interprets the message in a speech.</i></p> <p><i>5. Listens for faulty reasoning.</i></p> <p><i>6. Recognizes non-verbal clues.</i></p> <p><i>7. Avoids barriers to effective listening and know how to overcome them.</i></p> <p><i>1. Understands the importance of research to a speaker.</i></p> <p><i>2. Manages time effectively when researching information.</i></p> <p><i>3. Obtains index cards and/or legal pads to record research information.</i></p> <p><i>4. Evaluates the credibility of sources.</i></p> <p><i>5. Legibly records material from research materials.</i></p> <p><i>6. Includes title, date, and page number of the source of information.</i></p> <p><i>7. Uses a variety of supporting materials from different sources.</i></p>	<p><i>A. The student can apply the elements of non-verbal communication to classroom speaking activities.</i></p> <p><i>B. The student can practice good listening skills.</i></p> <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 can completely record research information.</i></p>

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<i>V Organization</i>	<ol style="list-style-type: none"> <li>1. <i>Develops various introductions for interpretive selections.</i></li> <li>2. <i>Uses 3-point analysis in the body of a speech or debate.</i></li> <li>3. <i>Understands the use of a flow chart.</i></li> <li>4. <i>Flows a L-D(Lincoln-Douglas) debate and a policy debate.</i></li> </ol>	<ol style="list-style-type: none"> <li>A. <i>The student can apply appropriate and varied introductions for various interpretive selections.</i></li> <li>B. <i>The student can apply 3-point analysis in both speeches and debates.</i></li> <li>C. <i>The student can effectively use a flow chart in a classroom debate.</i></li> </ol>
<i>VI Analysis/Reasoning</i>	<ol style="list-style-type: none"> <li>1. <i>Recognizes the importance of reasoning strategies.</i></li> <li>2. <i>Identifies reasoning strategies including analogy, cause and effect, and deductive and inductive reasoning.</i></li> <li>3. <i>Demonstrates reasoning strategies in student congress, L-D (Lincoln- Douglas) debate, policy debate, and oratory.</i></li> <li>4. <i>Labels fallacies and recognizes how they negatively affect a presentation.</i></li> </ol>	<ol style="list-style-type: none"> <li>A. <i>The student can identify the types of reasoning used in policy debate, student congress, L-D debate, and oratory.</i></li> <li>B. <i>The student can identify fallacies of reasoning in policy debate, student congress, and L-D speeches.</i></li> </ol>
<i>VII Critique</i>	<ol style="list-style-type: none"> <li>1. <i>Establishes criteria for evaluating other students' speech and debate activities.</i></li> <li>2. <i>Uses evaluation sheets to judge other students' speeches and his/her own speeches.</i></li> <li>3. <i>Recognizes and identifies his/her weaknesses in speaking.</i></li> </ol>	<ol style="list-style-type: none"> <li>A. <i>The student can evaluate his/her own and another student's performance using a class-developed criteria instrument in speech and debate activities.</i></li> </ol>

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