

COMPONENT	OBJECTIVES	COMPETENCY
<p><i>I Speaking Forums</i></p>	<ol style="list-style-type: none"> 1. <i>Writes a bill or resolution for student congress.</i> 2. <i>Presents a 3 minute affirmative and negative congress speech.</i> 3. <i>Role plays the presiding officer in a student congress session.</i> 4. <i>Identifies and applies correct parliamentary procedure.</i> 5. <i>Participates in a round of L-D (Lincoln-Douglas) debate.</i> 6. <i>Recognizes and uses the fundamentals of cross-examination.</i> 7. <i>Participates in a policy debate or LCID (Limited Current Issue Debate).</i> 8. <i>Presents a choice of an individual event; i.e., 7-10 minute oral interpretation, duo interpretation, dramatic or humorous interpretation, original oratory, or a 5-7 minute extemporaneous speech.</i> 	<ol style="list-style-type: none"> A. <i>The student can identify and apply the format and mechanics of a session of student congress in the classroom.</i> B. <i>The student can identify and apply the rules of parliamentary procedure.</i> C. <i>The student can identify the format of a round of policy or LCID debate.</i> D. <i>The student can apply the elements of policy or LCID in a debate round.</i> E. <i>The student can identify the format of L-D debate.</i> F. <i>The student can apply the elements of L-D in a debate round.</i> G. <i>The student can identify and apply the fundamentals of cross-examination in a debate round or student congress session.</i> H. <i>The student can demonstrate the ability to perform an interpretive selection, an oration, or an extemporaneous speech.</i>
<p><i>II Verbal Communication</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 utilize the principles of voice production to enhance speaking activities.</i>

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<p><i>III Non-verbal Communication</i></p>	<ol style="list-style-type: none"> 1. <i>Recognizes nonverbal symbols and their importance in speech activities.</i> 2. <i>Distinguishes between effective and distracting nonverbal cues.</i> 3. <i>Makes valid inference from nonverbal information.</i> 4. <i>Interprets the message of a speech.</i> 5. <i>Overcomes barriers to effective listening.</i> 6. <i>Incorporates and evaluates effective gestures, facial expressions, and body movement in speech activities.</i> 	<ol style="list-style-type: none"> A. <i>The student can apply the elements of non-verbal communication to classroom speaking activities.</i> B. <i>The student can evaluate the use of effective listening skills.</i>
<p><i>IV Research</i></p>	<ol style="list-style-type: none"> 1. <i>Knows the criteria for high-quality evidence.</i> 2. <i>Tests the guidelines for ethics in research.</i> 3. <i>Properly records and files evidence cards from that source.</i> 4. <i>Uses research time effectively.</i> 5. <i>Lists places and sources to write to for materials on a particular debate resolution.</i> 	<ol style="list-style-type: none"> A. <i>The student can process a primary source in a research assignment.</i> B. <i>The student can research the current debate resolution demonstrating knowledge of indexes, books, periodicals, legal publications, and government documents.</i>
<p><i>V Organization</i></p>	<ol style="list-style-type: none"> 1. <i>Develops various introductions for interpretive selections.</i> 2. <i>Uses 3-point analysis in the body of a speech or debate.</i> 3. <i>Understands the use of a flow chart.</i> 4. <i>Flows a LD (Lincoln-Douglas) debate, a policy debate, or LCID (Limited Current Issue Debate).</i> 5. <i>Understands the registration process and how to apply school codes.</i> 	<ol style="list-style-type: none"> A. <i>The student can apply appropriate and varied introductions for various interpretive selections.</i> B. <i>The student can understand and effectively apply appropriate organizational structure to a debate, oration, or extemporaneous speech.</i> C. <i>The student can exhibit mastery in the use of a flow chart for any type of debate.</i>

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<p><i>VI Analysis/Reasoning</i></p>	<ol style="list-style-type: none"> 6. <i>Practices making individual event schematics.</i> 7. <i>Practices pairing debate teams.</i> 8. <i>Recognizes the use of a table sheet for ranks and points in all events.</i> 9. <i>Understands the scheduling of timekeepers for various events.</i> 10. <i>Understands how to acquire, train, and assign judges.</i> 11. <i>Displays knowledge of an awards assembly.</i> 1. <i>Recognizes the importance of reasoning strategies.</i> 2. <i>Identifies reasoning strategies including analogy, cause and effect, and deductive and inductive reasoning.</i> 3. <i>Demonstrates reasoning strategies in student congress, L-D (Lincoln-Douglas) debate, policy debate, and LCID (Limited Current Issue Debate).</i> 4. <i>Uses analysis and reasoning to identify and extract fallacies that negatively affect a presentation.</i> 	<p><i>D. The student can understand the format and component parts of an interscholastic forensics tournament.</i></p> <p><i>A. The student can apply appropriate types of reasoning and analysis to arguments encountered in policy debate, LCID, student congress, and L-D speeches.</i></p> <p><i>B. The student can apply appropriate types of reasoning and analysis to fallacies encountered in policy debate, student congress, and L-D speeches.</i></p> <p><i>C. The student can identify and apply principles of philosophical analysis.</i></p>
<p><i>VII Critique</i></p>	<ol style="list-style-type: none"> 1. <i>Establishes criteria for evaluating other students' speech and debate activities.</i> 2. <i>Uses evaluation sheets to judge other students' speeches and his/her own speeches.</i> 3. <i>Recognizes and identifies his/her weaknesses in speaking.</i> 	<p><i>A. The student can evaluate his/her own and another student's performance using a class-developed criteria instrument in speech and debate 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 the community.</i> C. <i>The student can apply the principles of appropriate personal behavior in a debating situation.</i>
<p><i>IX Roles/Careers</i></p>	<ol style="list-style-type: none"> 1. <i>Identifies 5 careers in which good communication skills are essential.</i> 2. <i>Speaks to a variety of professionals who utilize oral communication skills.</i> 	<ol style="list-style-type: none"> A. <i>The student can explore career opportunities in oral communication.</i> B. <i>The student can research and present a report on the applications of debate principles to a chosen career.</i>