

COMPONENT	OBJECTIVES	COMPETENCY
<p><i>I Speaking Forums</i></p>	<ol style="list-style-type: none"> 1. <i>Understands and defines impromptu, and informative speaking.</i> 2. <i>Understands and defines the various types of oral interpretation using prose, poetry, and drama.</i> 3. <i>Presents a 2 to 3 minute impromptu speech.</i> 4. <i>Presents a 3 to 5 minute informative speech.</i> 5. <i>Participates in a 10 minute group oral interpretation from a prose or dramatic selection.</i> 6. <i>Participates in a small group discussion such as a panel, forum, or symposium.</i> 	<p>A. <i>The student can identify the forums for speech activities including impromptu, informative speaking, oral interpretation, group discussion, and group oral interpretation.</i></p>
<p><i>II Verbal Communication (Voice and Diction)</i></p>	<ol style="list-style-type: none"> 1. <i>Shows awareness of the steps in the process of voice production.</i> 2. <i>Describes the function of the major articulators.</i> 3. <i>Defines pitch and resonance.</i> 4. <i>Understands the functions of the diaphragm, larynx, trachea, and vocal cords.</i> 	<p>A. <i>The student can identify and explain the physical components involved in voice production.</i></p>
<p><i>III Non-verbal Communication</i></p>	<ol style="list-style-type: none"> 1. <i>Understands the relationship between verbal and non-verbal communication.</i> 2. <i>Understands why non-verbal delivery is important.</i> 3. <i>Recognizes non-verbal symbols.</i> 4. <i>Uses non-verbal signals in speech and interpretation presentations.</i> 5. <i>Demonstrates the skills of an active listener.</i> 6. <i>Understands how appearance affects communication.</i> 	<p>A. <i>The student can identify the elements of non-verbal communication in classroom speech activities.</i></p> <p>B. <i>The student can identify good listening skills.</i></p>

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<p><i>IV Research</i></p> <p><i>V Organization</i></p>	<p>7. <i>Understands how environment affects communication.</i></p> <p>8. <i>Distinguishes between listening and hearing.</i></p> <p>9. <i>Identifies barriers to effective listening.</i></p> <p>10. <i>Understands the importance of developing good listening habits.</i></p> <p>11. <i>Identifies context and non-verbal clues to get the maximum meaning from what is said.</i></p> <p>1. <i>Understands how to use the media center in the school and community libraries.</i></p> <p>2. <i>Locates books in the library.</i></p> <p>3. <i>Uses verticle files, newspaper indexes, magazines, and reference books.</i></p> <p>4. <i>Obtains information through computer services.</i></p> <p>1. <i>Differentiates between an introduction, a body, and a conclusion.</i></p> <p>2. <i>Identifies a variety of introductions and conclusions.</i></p> <p>3. <i>Recognizes organizational methods for a speech (i.e., chronological, spatial, cause and effect, problem-solving).</i></p> <p>4. <i>Constructs an outline for an assigned speech.</i></p>	<p>A. <i>The student can demonstrate an ability to use the research facilitites available in the school media center, in the classroom, and at home to fulfil his/her classroom activities.</i></p> <p>A. <i>The student will organize ideas and information to prepare a well-constructed speech including an introduction, a body, and a conclusion.</i></p> <p>B. <i>The student can apply the correct outline format for an assigned speech.</i></p>

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<p><i>VI Analysis/Reasoning</i></p>	<ol style="list-style-type: none"> 1. <i>Acknowledges the importance of good reasoning and analysis.</i> 2. <i>Understands analogy, cause to effect, effect to cause, as well as deductive and inductive reasoning.</i> 3. <i>Acknowledges the importance of recognizing fallacies in reasoning.</i> 4. <i>Understands name calling, card stocking, bandwagon, glittering generalities, hasty generalities, testimonial, and begging the question.</i> 5. <i>Prepares a written and oral advertisement using at least 2 propaganda techniques.</i> 	<ol style="list-style-type: none"> A. <i>The student can identify types of reasoning and types of analysis.</i> B. <i>The student can identify the fallacies of reasoning.</i> C. <i>The student will be a better consumer by identifying different propaganda techniques.</i>
<p><i>VII Critique</i></p>	<ol style="list-style-type: none"> 1. <i>Recognizes the qualities of an effective speaker.</i> 2. <i>Evaluates speakers according to organization, content, and delivery.</i> 	<ol style="list-style-type: none"> A. <i>The student can apply criteria to evaluate classroom performances.</i>
<p><i>VIII Personal/Social Development</i></p>	<ol style="list-style-type: none"> 1. <i>Understands how to be a good listener.</i> 2. <i>Demonstrates friendliness, empathy, and politeness in classroom activities.</i> 3. <i>Establishes criteria for classroom behavior.</i> 	<ol style="list-style-type: none"> A. <i>The student identify the elements of appropriate personal behavior for classroom speaking activities.</i>
<p><i>IX Roles/Careers</i></p>	<ol style="list-style-type: none"> 1. <i>Examines how good speech is essential in all life skills.</i> 2. <i>Discusses three careers in which oral communication skills are necessary.</i> 	<ol style="list-style-type: none"> A. <i>The student can recognize the importance of the principles of good speech in a variety of careers and in all life skills.</i> B. <i>The student can explain the importance of oral communication skills in a variety of careers.</i>