

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 minutes in length.</i> 2. <i>Orally interprets a published prose selection of a maximum of five minutes in length.</i> 3. <i>Presents an impromptu speech of 1 to 2 minutes in length.</i> 4. <i>Presents a 2 to 3 minute well-organized informative speech.</i> 5. <i>Understands and identifies the characteristics of groups and group discussion such as a panel, symposium, or forum.</i> 6. <i>Participates in a formal group discussions.</i> 	<ol style="list-style-type: none"> A. <i>The student can perform an impromptu and informative speech.</i> B. <i>The student can orally interpret both a prose and poetry selection.</i> C. <i>The student can identify and participate in a formal group discussion.</i>
<p><i>II Verbal Communication (Voice and Diction)</i></p>	<ol style="list-style-type: none"> 1. <i>Understands breath control and relaxation techniques.</i> 2. <i>Recognizes his/her vocal range.</i> 3. <i>Becomes aware of pronunciation, articulation, projection, and enunciation.</i> 4. <i>Recognizes appropriate breathing techniques, tone, and pitch.</i> 5. <i>Understands how language and sound is used to express and modify mood, feeling, and emotion.</i> 6. <i>Understands the operation of the speech mechanism.</i> 	<ol style="list-style-type: none"> A. <i>The student can identify and understand the operation of the speech mechanism as it is used in speech and interpretation activities.</i>
<p><i>III Non-verbal Communication</i></p>	<ol style="list-style-type: none"> 1. <i>Defines non-verbal signals.</i> 2. <i>Understands the function of non-verbal signals.</i> 	<ol style="list-style-type: none"> A. <i>The student can identify non-verbal signals when observing classroom activities.</i>

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<p><i>IV Research</i></p>	<ol style="list-style-type: none"> 1. <i>Locates books in the library.</i> 2. <i>Uses vertical files, newspaper indexes, magazines, and reference books.</i> 3. <i>Obtains information through computer services.</i> 4. <i>Selects information from life experiences as a source of material for speech activities.</i> 5. <i>Conducts interviews to obtain information.</i> 	<p>A. <i>The student can demonstrate an ability to use the research facilities available in the school media center, in the classroom, and at home to fulfill their classroom activities.</i></p>
<p><i>V Organization</i></p>	<ol style="list-style-type: none"> 1. <i>Differentiates between an introduction, a body, and a conclusion in a speech.</i> 2. <i>Identifies a variety of introductions and conclusions.</i> 3. <i>Recognizes a variety of organizational methods (i.e., chronological, spatial, cause and effect).</i> 4. <i>Constructs an outline from an assigned reading.</i> 	<p>A. <i>The student will present a well-organized speech which includes an introduction, body, and conclusion.</i></p> <p>B. <i>The student can apply the correct outline format from a reading assignment.</i></p>
<p><i>VI Analysis</i></p>	<ol style="list-style-type: none"> 1. <i>Differentiates fact from opinion.</i> 2. <i>Chooses and reads to the class an analogy from a published speech, magazine, or newspaper editorial.</i> 3. <i>Constructs an argument using an analogy.</i> 4. <i>Chooses and reads to the class an argument using statistical proof from the newspaper.</i> 5. <i>Constructs an argument using statistical evidence.</i> 6. <i>Differentiates factual from hypothetical situations to substantiate a point.</i> 	<p>A. <i>The student can identify and construct arguments using various types of evidence and analysis.</i></p>

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<i>VII Critique</i>	<ol style="list-style-type: none"> 1. <i>Establishes criteria for evaluating a performance.</i> 2. <i>Contributes constructive criticism.</i> 3. <i>Recognizes the qualities of an effective performance including content, organization, and delivery.</i> 	<ol style="list-style-type: none"> A. <i>The student can effectively evaluate a classroom performance.</i> B. <i>The student can participate in a teacher-led evaluative discussion of a speech and interpretation activity.</i>
<i>VIII Personal/Social Development</i>	<ol style="list-style-type: none"> 1. <i>Identifies the dress code appropriate to a performance.</i> 2. <i>Applies an acceptable code of conduct for speech activities for both the performer and observer.</i> 3. <i>Interacts with peers co-operatively.</i> 4. <i>Focuses on the performance through a variety of concentration exercises.</i> 	<ol style="list-style-type: none"> A. <i>The student will demonstrate appropriate dress and behavior required for a performance.</i>
<i>IX Roles/Careers</i>	<ol style="list-style-type: none"> 1. <i>Explores careers in which oral communication skills are necessary.</i> 2. <i>Discusses three careers which necessitate the use of oral communication skills.</i> 	<ol style="list-style-type: none"> A. <i>The student can explain the importance of oral communication skills in a variety of careers.</i>