

COMPONENT	OBJECTIVES	COMPETENCY
<p><i>I Speaking Forums</i></p>	<ol style="list-style-type: none"> 1. <i>Writes a bill or resolution using correct format for student congress.</i> 2. <i>Participates in class student congress as presiding officer, and as a representative giving both an affirmative and negative speech on different bills/resolutions.</i> 3. <i>Writes and presents, in a classroom debate, both the affirmative and negative case for a L-D (Lincoln-Douglas), policy, or LCID (Limited Current Issue Debate).</i> 4. <i>Presents a choice of an individual event; i.e., 7-10 minute oral interpretation, duo interpretation, dramatic or interpretation, original oratory, or a 5-7 minute extemporaneous speech.</i> 	<ol style="list-style-type: none"> A. <i>The student can master the format, mechanics, and rules of a session of student congress.</i> B. <i>The student can master the format and elements of L-D debate, policy debate, and LCID.</i> C. <i>The student can demonstrate the mastery of performing an interpretive selection, oration, or an extemporaneous speech.</i>
<p><i>II Verbal and Non-Verbal Communication</i></p>	<ol style="list-style-type: none"> 1. <i>Demonstrates an ability to vocally interpret written material fluently, distinctly, and expressively.</i> 2. <i>Incorporates and evaluates effective gestures, facial expressions, and body movement in speech activities.</i> 3. <i>Practices and evaluates good listening skills.</i> 	<ol style="list-style-type: none"> A. <i>The student can demonstrate mastery of voice production, the elements of non-verbal communication, and listening skills.</i>
<p><i>III Research</i></p>	<ol style="list-style-type: none"> 1. <i>Uses high-quality evidence.</i> 2. <i>Uses ethics in research.</i> 3. <i>Properly records and files evidence cards.</i> 4. <i>Writes to places and sources for materials on a particular issue.</i> 	<ol style="list-style-type: none"> A. <i>The student can use advanced research and documentation techniques in speech and debate activities.</i>

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<p><i>IV Organization</i></p>	<ol style="list-style-type: none"> 1. <i>Uses various introductions in speech and debate activities.</i> 2. <i>Uses appropriate structure in the body of a speech or debate.</i> 3. <i>Flows a L-D (Lincoln-Douglas) debate, a policy debate, and a limited current issue debate LCID (Limited Current Issue Debate).</i> 4. <i>Role plays the process of registration for a forensics tournament.</i> 5. <i>Schemes individual events for a forensics tournament.</i> 6. <i>Pairs debate teams for a forensics tournament.</i> 7. <i>Writes a table sheet of ranks and points using the master ballot.</i> 8. <i>Schedules timekeepers for various events.</i> 9. <i>Simulates the acquisition, training, and assignment of judges.</i> 10. <i>Role plays an awards assembly.</i> 	<ol style="list-style-type: none"> A. <i>The student can use appropriate introductions for any speech activity.</i> B. <i>The student can use appropriate structure in any speech activity.</i> C. <i>The student can exhibit mastery in the use the of flow charts for any debate.</i> D. <i>The student can role-play the development of a forensics tournament.</i>
<p><i>V Analysis and Reasoning</i></p>	<ol style="list-style-type: none"> 1. <i>Demonstrates reasoning and analysis in student congress, L-D (Lincoln-Douglas) debate, policy debate, and LCID (Limited Current Issue Debate).</i> 2. <i>Constructs and analyzes fallacious arguments.</i> 	<ol style="list-style-type: none"> A. <i>The student can construct affirmative and negative debate cases and student congress agenda speeches using appropriate analysis and reasoning techniques.</i>
<p><i>VI Critique</i></p>	<ol style="list-style-type: none"> 1. <i>Assists and advises novice speakers in a variety of speech/ debate activities.</i> 2. <i>Identifies and overcomes weaknesses in his/her own performance.</i> 	<ol style="list-style-type: none"> A. <i>The student can evaluate his/her own and other student's performances.</i> B. <i>The student can mentor other students in the classroom preparation and performance of any speech or debate activity.</i>

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<p><i>VII 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 participate in all speech, debate, and interpretation activities and contribute to the efforts of the program.</i> B. <i>The student can apply the principles of appropriate personal behavior and appropriate behavior toward peers in any speech or debate situation.</i>
<p><i>VIII Roles/Careers</i></p>	<ol style="list-style-type: none"> 1. <i>Discusses and presents information to incoming students and/or novices about the relationship between good communication skills and various careers.</i> 	<ol style="list-style-type: none"> A. <i>The student can mentor other students in the significance of possessing good communication skills in a variety of careers.</i>