

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 or negative congress speech.</i> 3. <i>Presents an abbreviated version of an LCID (Limited Current Issue Debate).</i> 4. <i>Presents an abbreviated version of an L-D (Lincoln-Douglas) debate.</i> 5. <i>Recognizes and uses the fundamentals of cross-examination.</i> 6. <i>Presents a 7-10 minute oral interpretation from a selection of either prose, poetry, or drama.</i> 7. <i>Presents a 5-7 minute extemporaneous speech using no more than one note card.</i> 	<ol style="list-style-type: none"> A. <i>The student can identify the format and mechanics of a session of student congress in the classroom.</i> B. <i>The student can apply the elements of student congress.</i> C. <i>The student can identify the format of a round of LCID.</i> D. <i>The student can apply the elements of LCID in a debate round.</i> E. <i>The student can identify the format of a round of Lincoln-Douglas 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 using prose, poetry, or drama.</i> I. <i>The student can demonstrate the ability to perform an extemporaneous speech.</i>
<p><i>II Verbal Communication</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> 	<ol style="list-style-type: none"> A. <i>The student can identify and explain the physical components involved in voice production.</i>

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<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> 7. <i>Understands how environment affects communication.</i> 8. <i>Distinguishes between listening and hearing.</i> 9. <i>Identifies barriers to effective listening.</i> 10. <i>Understands the importance of developing good listening habits.</i> 11. <i>Identifies context and non-verbal clues to get the maximum meaning from what is said.</i> 	<ol style="list-style-type: none"> A. <i>The student can identify the elements of non-verbal communication in classroom speech activities.</i> B. <i>The student can identify and use good listening skills.</i>
<p><i>IV Research</i></p>	<ol style="list-style-type: none"> 1. <i>Locates information using indexes, reference books, files, computers, magazines, and newspapers.</i> 2. <i>Utilizes the mass media to obtain information for classroom activities.</i> 	<ol style="list-style-type: none"> A. <i>The student can demonstrate an ability to use the research facilities available in the school media center, in the home, in the classroom, and at the public library to fulfill their classroom activities.</i>

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<i>V Organization</i>	<ol style="list-style-type: none"> 1. <i>Differentiates between an introduction, a body, and a conclusion.</i> 2. <i>Identifies a variety of introductions and conclusions.</i> 3. <i>Understands the use of a three-point analysis in the body of a speech.</i> 	<ol style="list-style-type: none"> A. <i>The student can organize ideas and information to prepare a well-constructed speech, including an introduction, a body, and a conclusion.</i>
<i>VI Analysis/Reasoning</i>	<ol style="list-style-type: none"> 1. <i>Distinguishes between fact and opinion.</i> 2. <i>Acknowledges the impact of errors resulting from fallacious reasoning.</i> 3. <i>Understands and labels name calling, card stacking, bandwagon, glittering generalities, hasty generalizations, testimonials, and begging the question.</i> 4. <i>Understands and labels inductive/deductive, cause/effect, effect/cause, and analogy.</i> 	<ol style="list-style-type: none"> A. <i>The student can identify the types of reasoning.</i> B. <i>The student can identify fallacies of reasoning.</i>
<i>VII Critique</i>	<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>
<i>VIII Personal/Social Development</i>	<ol style="list-style-type: none"> 1. <i>Demonstrates friendliness, empathy, and politeness in classroom activities.</i> 2. <i>Establishes criteria for classroom behavior.</i> 3. <i>Identifies the dress code appropriate for a speech and/or debate performance.</i> 	<ol style="list-style-type: none"> A. <i>The student can identify the requirements of appropriate personal behavior in speech and debate situations.</i> B. <i>The student can identify the requirements of an appropriate dress code in speech and debate situations.</i>

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<p><i>IX Roles/Careers</i></p>	<p>1. <i>Discuss careers in which basic speech and debate skills are necessary.</i></p>	<p>A. <i>The student can recognize the application of speech and debate principles to a variety of career opportunities.</i></p>