

KANSAS
CURRICULAR STANDARDS
for
LISTENING,
VIEWING,
SPEAKING,
and related areas



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**Kansas Curricular Standards
for
LISTENING,
VIEWING,
SPEAKING,
and related areas**

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Introduction

Charge

The Kansas Listening, Viewing, and Speaking Standards Committee were charged with the following duties:

- to bring greater clarity and specificity to the standards used to measure student skill development in the communications areas;
- to review current state standards;
- to establish benchmarks for the following areas: listening, viewing, speaking, information retrieval, media products, media literacy and forensics;
- to develop a document for use by teachers in Kansas schools;
- to present a purpose for the standards.

The basis of this work is influenced by philosophies similar to the following:

“New research indicates that the arts, where they are robustly present in the curriculum, can transform the contexts and conditions in classrooms and open new possibilities for teaching and learning” (Stevenson and Deasy, 2005). It is our hope that by, “...bringing the arts centrally into the school curriculum we can create powerful contexts and conditions for teaching and learning—a foundation for improved school performance on a range of measures.” Thus, this research suggests ways in which “the arts can inform how we think about education itself and may provoke school leaders to examine the role that the arts play in their schools” (Lauren M. Stevenson, Principal’s Research Review, March 2006).

Committee Background Information

This committee has worked within a limited time frame from September 2005 thru June of 2006. The committee came together nine times during this period for two eight-hour meetings per session. The membership of the committee included individuals from all areas of the state and from various levels of instruction. The members included elementary, middle, and high school teachers, media specialists, and a university professor. A strong effort was made to create a document that would flow from level to level with a well-organized method for teaching the skills needed for effective communication. The committee worked to establish a communication skills-based document that would apply across curricular areas. The intent was to revise standards that could be applied to all subjects. Additionally, the committee created standards in the areas of media literacy and forensics (competitive speech, policy debate, and Lincoln/Douglas debate). These two standards are intended to apply only to grades 6-12.

Purpose

This document represents revisions of the *Kansas State Department of Education Curricular Standards for Listening, Viewing, Speaking and related Research and Technology* (1999). The benchmarks for all five areas have been reviewed and revised. Indicators for each benchmark have been written for levels basic, intermediate, proficient, and advanced. In addition, new standards have been written for media literacy and forensics. The goal of the writers was to create a document to guide teachers in the instruction of these communication arts skills in a sequential and incremental manner.

Scope and Definitions

The benchmarks and indicators for listening, viewing, and speaking are based on three comprehensive definitions published in the National Communication Association’s *Competent Communicators: K-12 Speaking, Listening, and Media Literacy Standards and Competency Statements* (1998). Each definition reflects the process of using the skill area (listening, viewing, and speaking) and adapting the messages for different communication purposes.

- **Listening.** Listening is the process of receiving, constructing meaning from, and responding to spoken and /or nonverbal messages. People apply different listening skills

depending on whether their goal is to comprehend information, critique and evaluate a message, or appreciate a performance.

- **Viewing.** Viewing is the process of receiving, constructing meaning from, and responding to objects, images, sounds, and words. People apply different viewing skills for different purposes: to understand information, critique and evaluate a message, or appreciate a performance.
- **Speaking.** Speaking is the act or process of transmitting and exchanging information, ideas, and emotions using oral language. Whether in daily interactions or in more formal settings, communicators are required to organize coherent messages, deliver them clearly, and adapt to their listeners.

These definitions demonstrate that listening is more than hearing; it is a conscious and teachable skill. Viewing is more than watching. Like its counterparts reading and listening, the process of viewing can be taught and adapted to a variety of purposes. Finally, speaking is more than giving public speeches, but whether the speaking situation is formal or informal, involves two people, a small group, or an audience, there is always a teachable process of composition and presentation for producing the speaker's own personal oral messages. Also included in the document are standards for information retrieval, media products, media literacy, and forensics. The document speaks of the use of technology but does not limit itself to any single application of technology. Information retrieval skills include the ability to interview a primary source and techniques that can be used in Internet research. Media products cover the range of audiovisual aids, from classroom posters and show-and-tell objects to well-defined video or computer productions. Media literacy simply refers to journalistic formats, principles, and products. Forensics is the umbrella term that encompasses competitive speaking and all types of debate. It is important to note that all italicized words can be found in the glossary of this document. To reiterate, the purpose of these standards is not to define or limit the curriculum but rather to establish guidelines to suggest developmentally appropriate skill levels.

Standards Usage Template

Standards: General statements that address the categories of topics which students are expected to achieve.

Benchmarks: Specifically, what a student should know and be able to do regarding the standards.

Specific Level Knowledge Base Indicators	Instructional Examples
<p>The student</p> <p><i>The knowledge and skills a student demonstrates in fulfillment of the benchmark.</i></p>	<p>The student</p> <p><u>Suggestions</u> for student activities that would fulfill the benchmark and indicator requirements.</p>
<p>Teacher Notes:</p> <p><u>Teacher Clarifications</u></p>	

**Listening, Viewing, Speaking
(LVS) Standards
Intended for Grades K-12**

LISTENING**BASIC**

Standard 1: Learners will participate effectively as listeners in formal and informal groups.

Benchmark 1: The student is attentive.

Basic Level Knowledge Base Indicators	Instructional Examples
<p>The student</p> <ol style="list-style-type: none">1. focuses attention on the <i>speaker</i> and/or <i>message</i> when given a readiness cue.2. maintains developmentally appropriate focus for a given period of time.3. recovers from interruptions and refocuses attentive behavior to accommodate the listening situation.	<p>The student</p> <ul style="list-style-type: none">• responds appropriately to teacher's <i>visual cue</i>, such as finger in front of the lips, hand clapping, flash room lights, etc.
<p>Teacher Notes:</p>	

LISTENING

BASIC

Standard 1: Learners will participate effectively as listeners in formal and informal groups.

Benchmark 2: The student identifies and/or recognizes verbal and nonverbal cues accurately.

Basic Level Knowledge Base Indicators	Instructional Examples
<p>The student</p> <ol style="list-style-type: none">1. associates appropriate meaning with familiar <i>verbal</i> and <i>nonverbal cues</i> such as classroom routine or peer interaction.2. begins using context to determine meaning of verbal and nonverbal cues, such as developmentally appropriate <i>audience etiquette</i>.	<p>The student</p> <ul style="list-style-type: none">• responds appropriately to classroom routines such as helper charts, daily schedules, and agenda planners.• responds appropriately to verbal and nonverbal cues during in-school programs or assemblies.
<p>Teacher Notes:</p>	

LISTENING**BASIC**

Standard 1: Learners will participate effectively as listeners in formal and informal groups.

Benchmark 3 The student understands the message.

Basic Level Knowledge Base Indicators	Instructional Examples
<p>The student</p> <ol style="list-style-type: none">1. follows simple directions (one or two steps) that are intended to be carried out immediately.2. answers single-idea questions related to the message.3. retells the message in sequence with three to five details/events.4. signals general understanding or non-understanding using appropriate verbal and nonverbal responses.	<p>The student</p> <ul style="list-style-type: none">• accurately follows directions while participating in simple games such as Simon Says.• answers single-idea questions after reading a story.• retells a story giving beginning, middle and end.• uses verbal or nonverbal responses to signal their understanding or lack of understanding.
<p>Teacher Notes:</p>	

LISTENING**BASIC**

Standard 1: Learners will participate effectively as listeners in formal and informal groups.

Benchmark 4: The student remembers and applies content of the message.

Basic Level Knowledge Base Indicators	Instructional Examples
<p>The student</p> <ol style="list-style-type: none">1. remembers the message to complete a simple task.2. applies knowledge in a similar context.3. recalls significant details.4. recognizes common <i>organizational patterns</i>.	<p>The student</p> <ul style="list-style-type: none">• accesses their prior knowledge by answering questions, brainstorming, using graphic organizers etc.• applies knowledge, such as using a ruler to measure how tall they are in inches.• recalls at least three details of an age-appropriate story.• identifies common organizational patterns, such as <i>chronological order</i>, <i>cause and effect</i>, and <i>spatial order</i>.
<p>Teacher Notes:</p>	

LISTENING**BASIC**

Standard 1: Learners will participate effectively as listeners in formal and informal groups.

Benchmark 5: The student analyzes and/or evaluates the message.

Basic Level Knowledge Base Indicators	Instructional Examples
<p>The student</p> <ol style="list-style-type: none">1. predicts outcomes.2. draws appropriate conclusions.3. uses <i>external criteria</i> to determine <i>fact</i> from fiction.4. recognizes <i>exaggeration</i> and <i>distortion</i>.5. expresses personal evaluation of messages, such as likes or dislikes.	<p>The student</p> <ul style="list-style-type: none">• analyzes the cover of a storybook and gives predictions about the story.• gives the facts and fictional aspects of a story, such as <i>Stellaluna and Wonders of Bats</i>.• uses an <i>anticipatory set</i> prior to reading a story, such as <i>Charlotte's Web</i> in order to clarify their likes and dislikes.
<p>Teacher Notes:</p>	

LISTENING**BASIC**

Standard 1: Learners will participate effectively as listeners in formal and informal groups.

Benchmark 6: The student participates appropriately in groups.

Basic Level Knowledge Base Indicators	Instructional Examples
<p>The student</p> <ol style="list-style-type: none"> 1. pays attention when others are speaking. 2. avoids distracting others. 3. gives verbal and nonverbal responses that indicate attention. 	<p>The student</p> <ul style="list-style-type: none"> • uses a prop, such as a microphone to indicate which student has the floor. • maintains appropriate behaviors during activities, such as show-and-tell. • successfully participates in cooperative learning strategies, such as think-pair-share.* • successfully fulfills a role in a group such as timekeeper, recorder, etc.
<p>Teacher Notes: * Think-pair-share is a learning strategy that involves the teacher making a statement and the students take time to think about the response and then pair with another student to share their response.</p>	

LISTENING

INTERMEDIATE

Standard 1: Learners will participate effectively as listeners in formal and informal groups.

Benchmark 1: The student is attentive.

Intermediate Level Knowledge Base Indicators	Instructional Examples
<p>The student</p> <ol style="list-style-type: none">1. focuses attention on the speaker and/or message.2. sustains focus throughout an activity.3. independently adapts attentive behavior to accommodate the listening situation.4. refocuses quickly after an interruption.5. seeks optimum listening situations.	<p>The student</p> <ul style="list-style-type: none">• maintains <i>eye contact</i> and uses appropriate <i>posture</i> while listening to a speaker to indicate their attentiveness.• listens to progressively longer messages*
<p>Teacher Notes: *Examples of progressively longer messages could include someone reading an entire chapter of a book, a short story, or a classroom presentation that involves note taking using overheads, PowerPoint, etc.</p>	

LISTENING

INTERMEDIATE

Standard 1: Learners will participate effectively as listeners in formal and informal groups.

Benchmark 2: The student identifies and/or recognizes verbal and nonverbal cues accurately.

Intermediate Level Knowledge Base Indicators	Instructional Examples
<p>The student</p> <ol style="list-style-type: none">1. associates appropriate meaning with specific verbal and nonverbal cues.2. uses context to determine meaning of unfamiliar verbal and nonverbal cues.3. recognizes that verbal and nonverbal cues work together.4. applies appropriate verbal and nonverbal cues during programs or assemblies.	<p>The student</p> <ul style="list-style-type: none">• follows classroom routines, such as bell schedule, daily classroom schedules, and agenda planners.• responds to the raising of a conductor's wand during a performance• responds appropriately to the teacher stating "I need your attention please."• puts a finger to their lips if others are making <i>noise</i> to help quiet the group.
<p>Teacher Notes:</p>	

LISTENING**INTERMEDIATE**

Standard 1: Learners will participate effectively as listeners in formal and informal groups.

Benchmark 3: The student understands the message.

Intermediate Level Knowledge Base Indicators	Instructional Examples
<p>The student</p> <ol style="list-style-type: none">1. follows multiple-step directions (three or more).2. answers multiple-idea questions related to the message.3. retells the message in sequence with details.4. questions for clarification.	<p>The student</p> <ul style="list-style-type: none">• effectively follows the verbal directions given prior to starting an activity, such as starting an art project.• while analyzing the cover of a book or a painting answers questions, such as “What do you think this story or painting is about?”• retells a story giving first the beginning, then the middle, and finally the end.• asks questions when unsure or unclear about an assignment.
<p>Teacher Notes:</p>	

LISTENING

INTERMEDIATE

Standard 1: Learners will participate effectively as listeners in formal and informal groups.

Benchmark 4: The student remembers and applies content of the message.

Intermediate Level Knowledge Base Indicators	Instructional Examples
<p>The student</p> <ol style="list-style-type: none">1. remembers the message to complete a task.2. applies knowledge in a new context.3. remembers significant details of the message.4. uses common organizational patterns to remember the message.	<p>The student</p> <ul style="list-style-type: none">• effectively follows morning classroom procedures.• accesses prior knowledge by answering questions, brainstorming, using graphic organizers etc.• participates in activities such as “Three Facts and a Fib”* to apply knowledge.• retells a story using an organizational pattern, such as chronological order or spatial order.
<p>Teacher Notes: * “Three Facts and a Fib” is when someone in the class makes four statements, three are true and one is false. The students then have to choose the false statement.</p>	

LISTENING

INTERMEDIATE

Standard 1: Learners will participate effectively as listeners in formal and informal groups.

Benchmark 5: The student analyzes and/or evaluates the message.

Intermediate Level Knowledge Base Indicators	Instructional Examples
<p>The student</p> <ol style="list-style-type: none">1. predicts various outcomes.2. draws appropriate conclusions with <i>supporting details</i>.3. begins to develop <i>internal criteria</i> to determine fact from fiction.4. describes exaggeration and distortion and their effects.5. receives criticism and compliments appropriately.6. identifies the purpose of the message.7. provides appropriate <i>feedback</i> to the message, such as agreement or disagreement.	<p>The student</p> <ul style="list-style-type: none">• looks at the cover of a book and predicts what the story will be about.• draws conclusions using organizational strategies, such as “what do you know, what do you want to know, what did you learn” (KWL) and “question, answer, response” (QAR).• discusses controversial issues that are age appropriate to identify exaggeration and possible distortion.• participates in role playing activities to give and/or receive <i>constructive criticism</i> and/or compliments.• discusses a variety of messages to determine the purpose of each example.
<p>Teacher Notes:</p>	

LISTENING**INTERMEDIATE****Standard 1: Learners will participate effectively as listeners in formal and informal groups.****Benchmark 6: The student participates appropriately in groups.**

Intermediate Level Knowledge Base Indicators	Instructional Examples
<p>The student</p> <ol style="list-style-type: none"> 1. maintains attention when others are speaking. 2. avoids distracting or interrupting others. 3. gives verbal and nonverbal responses that indicate attention to the topic of discussion, such as asking relevant questions. 4. repeats/summarizes comments made by others. 5. recognizes the existence of differing viewpoints of others. 6. successfully fulfills assigned roles while participating in a group. 	<p>The student</p> <ul style="list-style-type: none"> • has appropriate behaviors during activities while teacher monitors using a rubric or check list. • uses cooperative learning strategies such as “Think-Pair-Share.”* • participates as a timekeeper, recorder, etc. during group activities. • offers nonverbal responses, such as end journaling and end of activity written summaries. • reports to the class orally on opposing viewpoints that have surfaced during a group activity.
<p>Teacher Notes: *Google search Paul Kegan’s work on cooperative learning.</p>	

LISTENING**PROFICIENT**

Standard 1: Learners will participate effectively as listeners in formal and informal groups.

Benchmark 1: The student is attentive.

Proficient Level Knowledge Base Indicators	Instructional Examples
<p>The student</p> <ol style="list-style-type: none">1. responsibly focuses attention on a speaker and/or message.2. uses personal strategies to maintain focus.3. varies approaches to listening depending upon purpose, setting, and content.	<p>The student</p> <ul style="list-style-type: none">• focuses attention on the speaker by maintaining eye contact or responsive <i>facial expressions</i>.• uses strategies, such as “question, answer, response” (QAR) or anticipatory set while participating in listening activities.• participates in a variety of activities requiring different approaches to listening, such as interacting with visitors coming into the school, going to board of education meetings, or listening to an audiotape.
<p>Teacher Notes:</p>	

LISTENING

PROFICIENT

Standard 1: Learners will participate effectively as listeners in formal and informal groups.

Benchmark 2: The student identifies and/or recognizes verbal and nonverbal cues accurately.

Proficient Level Knowledge Base Indicators	Instructional Examples
<p>The student</p> <ol style="list-style-type: none">1. associates appropriate meaning with subtle or complex verbal and nonverbal cues, such as stereotypical movements, <i>jargon</i>, use of <i>space</i>, and appropriate touch.2. relates the verbal and nonverbal cues to prior knowledge and experience.3. recognizes how verbal and nonverbal cues work together.	<p>The student</p> <ul style="list-style-type: none">• correctly carries out classroom routines, such as bell schedule, daily classroom schedules, and agenda planners.• responds appropriately to verbal and nonverbal cues, such as teacher moves to the front of the room, having bell work on the overhead or seat work* on the board when they walk into the room.
<p>Teacher Notes: * Seat work is independent student work.</p>	

LISTENING

PROFICIENT

Standard 1: Learners will participate effectively as listeners in formal and informal groups.

Benchmark 3: The student understands the message.

Proficient Level Knowledge Base Indicators	Instructional Examples
<p>The student</p> <ol style="list-style-type: none">1. follows instructions that require action over an extended period of time.2. offers appropriate and effective feedback to a speaker.3. identifies and summarizes main ideas of an oral message.4. accurately paraphrases an oral message.5. enhances their understanding through appropriate use of supplemental aids, such as maps, word lists, or texts.	<p>The student</p> <ul style="list-style-type: none">• uses a self made rubric to access their prior knowledge of previous unit assignments, such as WW II internment of Japanese POW camps or reading of <i>Summer of My German Soldier</i>.• retells a story with a beginning, middle, and end• writes one or two paragraph(s) describing the main idea of a story.
<p>Teacher Notes:</p>	

LISTENING

PROFICIENT

Standard 1: Learners will participate effectively as listeners in formal and informal groups.

Benchmark 4: The student remembers and applies content of the message.

Proficient Level Knowledge Base Indicators	Instructional Examples
<p>The student</p> <ol style="list-style-type: none">1. remembers the message to complete an extended task.2. applies knowledge from multiple listening contexts and uses it in a new context.3. remembers significant details of the message.4. uses organizational strategies to retell the message.	<p>The student</p> <ul style="list-style-type: none">• writes a <i>critique</i> of a speech, story, etc. she/he listened to previously.• applies knowledge gained in math, science, and art classes to create a poster that promotes the environmental issue concerning "Keeping Kansas Clean."*• uses strategies, such as note taking, journal entries, study guides, etc. to remember details of a message, such as remembering the homework assignment.• uses a graphic organizer, such as an outline to retell a story he/she read.
<p>Teacher Notes: * "Keeping Kansas Clean" is an environmental program to address pollution.</p>	

LISTENING

PROFICIENT

Standard 1: Learners will participate effectively as listeners in formal and informal groups.

Benchmark 5: The student analyzes and evaluates the message.

Proficient Level Knowledge Base Indicators	Instructional Examples
<p>The student</p> <ol style="list-style-type: none">1. distinguishes between supported and unsupported statements.2. identifies and interprets multiple messages and purposes intended by the speaker.3. distinguishes between <i>fact</i> and <i>opinion</i>.4. recognizes motives of <i>persuasive appeals</i>.5. recognizes the strategies used in persuasive appeals to follow the speaker's reasoning.6. supports personal evaluation of messages.7. accepts appropriate criticism, disagreement, suggestions, and compliments.	<p>The student</p> <ul style="list-style-type: none">• orally analyzes commercials to identify examples of <i>propaganda</i> or <i>faulty reasoning</i>.• analyzes public speeches, such as "I Have a Dream" by Martin Luther King, Jr. to determine his intended purpose or message.• analyzes current examples of controversial documentaries, such as "Super Size Me" for recognition of fact and opinion, persuasive appeals, and personal evaluation of messages.
<p>Teacher Notes:</p>	

LISTENING

PROFICIENT

Standard 1: Learners will participate effectively as listeners in formal and informal groups.

Benchmark 6: The student participates appropriately in groups.

Proficient Level Knowledge Base Indicators	Instructional Examples
<p>The student</p> <ol style="list-style-type: none">1. pays attention when others are speaking.2. avoids distracting or interrupting others.3. maintains facial expressions, posture, and <i>gestures</i> that signal interest and respect for the speaker.4. accurately summarizes others' points of view, including those that conflict with their own.5. asks questions for clarification.	<p>The student</p> <ul style="list-style-type: none">• maintains appropriate behaviors during activities while teacher monitors using a rubric or checklist.• uses cooperative learning strategies such as "Think-Pair-Share."• successfully fulfills assigned roles while participating in a group, such as timekeeper, recorder, etc.• offers nonverbal responses, such as end journaling and end of activity written summaries.• reports to the class orally on opposing viewpoints that have surfaced during a group activity.
<p>Teacher Notes:</p>	

LISTENING

ADVANCED

Standard 1: Learners will participate effectively as listeners in formal and informal groups.

Benchmark 1: The student is attentive.

Advanced Level Knowledge Base Indicators	Instructional Examples
<p>The student</p> <ol style="list-style-type: none">1. accepts responsibility for <i>active listening</i>.2. uses personal strategies to maintain focus.3. manages internal and external distractions.	<p>The student</p> <ul style="list-style-type: none">• focuses attention on the speaker by maintaining eye contact or responsive facial expressions.• uses strategies, such as “question, answer, response” (QAR) or anticipatory set while participating in listening activities.• participates in a variety of activities requiring different approaches to listening, such as interacting with visitors coming into the school, going to board of education meetings, or listening to an audiotape.
<p>Teacher Notes:</p>	

LISTENING

ADVANCED

Standard 1: Learners will participate effectively as listeners in formal and informal groups.

Benchmark 2: The student identifies and/or recognizes verbal and nonverbal cues accurately.

Advanced Level Knowledge Base Indicators	Instructional Examples
<p>The student</p> <ol style="list-style-type: none"> 1. understands the effects of ambiguous verbal and nonverbal cues. 2. relates verbal and nonverbal cues to prior knowledge and experience. 3. recognizes the effects of conflicting verbal and nonverbal cues. 4. distinguishes between <i>denotative</i> and <i>connotative</i> meanings. 	<p>The student</p> <ul style="list-style-type: none"> • interprets ambiguous messages such as sarcasm, cultural meanings, <i>inferences</i>, and gestures. • participates in interactive classroom activities, such as Bafa Bafa* to develop skill in interpreting verbal and nonverbal cues. • analyzes public service announcements (PSAs) to distinguish between words with only denotation and words with both denotative and connotative meanings, such as “Give to Breast Cancer Awareness” or “Where’s the Beef.”**
<p>Teacher Notes: * Bafa Bafa is a game that teaches socialization skills. For more information, contact the University of Kansas, Department of Education. www.ku.edu ** “Where’s the Beef” has a denotative meaning – <i>meat</i>, or a connotative meaning – <i>What is your problem?</i></p>	

LISTENING**ADVANCED**

Standard 1: Learners will participate effectively as listeners in formal and informal groups.

Benchmark 3: The student understands the message.

Advanced Level Knowledge Base Indicators	Instructional Examples
<p>The student</p> <ol style="list-style-type: none">1. offers appropriate and effective feedback.2. accurately explains an oral message.3. enhances understanding through appropriate use of supplemental aids, such as maps, word lists, or texts.	<p>The student</p> <ul style="list-style-type: none">• listens to a variety of opposing view points to facilitate development of their own opinions to be shared with their group.• uses books, such as those about the musical composer Wolfgang Mozart, to enhance their understanding of the topic. In this case, the topic is historical composers.
<p>Teacher Notes:</p>	

LISTENING**ADVANCED****Standard 1: Learners will participate effectively as listeners in formal and informal groups.****Benchmark 4: The student remembers and applies content of the message.**

Advanced Level Knowledge Base Indicators	Instructional Examples
<p>The student</p> <ol style="list-style-type: none"> 1. remembers the message to complete complex tasks. 2. applies knowledge from multiple listening contexts and uses it in a new context. 3. uses appropriate strategies to remember. 4. uses organizational patterns to explain the message. 5. relates speaker’s ideas and information to students’ lives. 	<p>The student</p> <ul style="list-style-type: none"> • uses strategies, such as note taking, journal entries, study guides, etc. to remember details of a message, such as remembering the homework assignment. • applies knowledge gained in math, science, and art classes to create a poster that promotes the environmental issue concerning “Keeping Kansas Clean.”* • uses a graphic organizer, such as an outline to retell a story they have read.
<p>Teacher Notes: * “Keeping Kansas Clean” is an environmental program to address pollution.</p>	

LISTENING

ADVANCED

Standard 1: Learners will participate effectively as listeners in formal and informal groups.

Benchmark 5: The student analyzes and evaluates the message.

Advanced Level Knowledge Base Indicators	Instructional Examples
<p>The student</p> <ol style="list-style-type: none">1. distinguishes between relevant and irrelevant material.2. identifies and interprets multiple messages and purposes intended by the speaker.3. distinguishes between fact and opinion.4. assesses validity of ideas, arguments, or hypotheses.5. recognizes and controls own emotional responses to material.6. supports personal evaluation of message.7. accepts appropriate criticism, disagreement, suggestions, and compliments.	<p>The student</p> <ul style="list-style-type: none">• evaluates the composition of the message for relevancy and irrelevancy.• analyzes public speeches, such as “I Have a Dream” by Martin Luther King, Jr.• analyzes controversial documentaries, such as “Super Size Me” for recognition of fact and opinion, persuasive appeals, and personal evaluation of messages.• models appropriate responses to constructive criticism while using a rubric to evaluate each other’s examples.
<p>Teacher Notes:</p>	

LISTENING

ADVANCED

Standard 1: Learners will participate effectively as listeners in formal and informal groups.

Benchmark 6: The student participates appropriately in groups.

Advanced Level Knowledge Base Indicators	Instructional Examples
<p>The student</p> <ol style="list-style-type: none">1. varies behavior according to task roles within the group, such as <i>note taker, leader, and clarifier.</i>2. reserves personal reaction until the message is complete.3. respects others' rights to have differences in attitudes, behaviors, values, and beliefs.	<p>The student</p> <ul style="list-style-type: none">• participates in every role within the group structure, such as recorder, timekeeper, etc.
<p>Teacher Notes:</p>	

VIEWING**BASIC**

Standard 2: Learners will demonstrate skills in viewing for a variety of purposes.

Benchmark 1: The student is attentive.

Basic Level Knowledge Base Indicators	Instructional Examples
<p>The student</p> <ol style="list-style-type: none"> 1. focuses attention on a designated image/subject when given a readiness cue. 2. focuses attention on specific details when given directions. 3. maintains developmentally appropriate focus for a given period of time. 4. recovers from distractions and refocuses attentive behavior to accommodate the viewing situation. 	<p>The student</p> <ul style="list-style-type: none"> • responds to teacher’s <i>visual cues</i>, such as raising hand in air, turning off light, or putting finger to lips to indicate he/she should be attentive to the speaker. • makes a necklace from yarn and colored beads or macaroni. The beads must form a specific pattern. • explores and observes artifacts from a source, such as the Kansas Heritage Center’s “Mammals” trunk.*
<p>Teacher Notes: * The “Mammals” trunk is located at the Kansas Historical Museum in Topeka, KS. http://www.kshs.org/</p>	

VIEWING**BASIC**

Standard 2: Learners will demonstrate skills in viewing for a variety of purposes.

Benchmark 2: The student recognizes/identifies the cues in visual messages transmitted through objects, images, sounds, and words.

Basic Level Knowledge Base Indicators	Instructional Examples
<p>The student</p> <ol style="list-style-type: none"> 1. associates appropriate meaning with familiar cues, objects, and their visual or <i>aural images</i>. 2. identifies characteristics and recognizes cues. 3. uses context cues to determine the meaning of unfamiliar visual cues. 	<p>The student</p> <ul style="list-style-type: none"> • attaches symbols, such as dates, weather (sun, cloud, etc.), and holidays to the daily calendar or bulletin boards. • participates in playing the game “Find the Match.”* • interprets universal signs or places, such as those in which the words are written in a foreign language. • responds appropriately to the darkening of lights in an auditorium before a performance begins.
<p>Teacher Notes: * “Find The Match” is a game where each student is given half of a puzzle, such as a bee. They circulate around the room to find the hive. After everyone finds their pair, they tell why they go together.</p>	

VIEWING

BASIC

Standard 2: Learners will demonstrate skills in viewing for a variety of purposes.

Benchmark 3: The student understands visual messages.

Basic Level Knowledge Base Indicators	Instructional Examples
<p>The student</p> <ol style="list-style-type: none">1. signals general understanding or lack of understanding using appropriate responses.2. answers simple-idea questions related to the message.3. describes the <i>visual message</i> with three to five details.4. gives meaning to a visual message.	<p>The student</p> <ul style="list-style-type: none">• participates in group activities, such as “Showdown” or “Mix and Match” to learn letter/sound relationships.• uses flashcards of Kansas symbols, such as the cottonwood, sunflower, and meadowlark. to show mastery recognition.• discusses in detail a visual activity, such as a video, field trip, or guest speaker.• helps to create interactive bulletin boards, such as placing symbols under appropriate seasons, snow with winter, and swimming with summer.
<p>Teacher Notes:</p>	

VIEWING**BASIC**

Standard 2: Learners will demonstrate skills in viewing for a variety of purposes.

Benchmark 4: The student remembers and applies the content of visual messages.

Basic Level Knowledge Base Indicators	Instructional Examples
<p>The student</p> <ol style="list-style-type: none">1. recalls significant details from visual messages.2. uses components of a visual message to complete a simple task.3. applies knowledge in a similar context by replicating teacher modeling.4. uses knowledge from visual messages to create new visual messages.	<p>The student</p> <ul style="list-style-type: none">• participates in learning activities, such as those that incorporate the use of graphic organizers, summaries, artwork, etc. to demonstrate student understanding of the visual message.• organizes pictures into a storyboard.• replicates teacher’s modeling of movement activities such as the “Hokey Pokey.”• obtains visual information from a videotape about rabbits in order to create a book about rabbits.
<p>Teacher Notes:</p>	

VIEWING**BASIC**

Standard 2: Learners will demonstrate skills in viewing for a variety of purposes.

Benchmark 5: The student analyzes and/or evaluates visual messages.

Basic Level Knowledge Base Indicators	Instructional Examples
<p>The student</p> <ol style="list-style-type: none"> 1. predicts outcomes. 2. draws appropriate conclusions. 3. distinguishes among types of visual messages. 4. uses criteria to distinguish fact from fiction. 5. recognizes exaggeration and distortion. 6. supports personal evaluation of messages. 	<p>The student</p> <ul style="list-style-type: none"> • stops before the end of a story or video to predict outcome. • analyzes examples of visual messages in photographs, computer images, actual objects, or artists' illustrations to identify their similarities and differences. • analyzes illustrations, such as fiction and nonfiction book covers to identify their similarities and differences. • analyzes realistic and exaggerated images from videos, magazines, television, etc. to identify their similarities and differences. • expresses his/her likes and dislikes orally or in writing.
<p>Teacher Notes:</p>	

VIEWING

INTERMEDIATE

Standard 2: Learners will demonstrate skills in viewing for a variety of purposes.

Benchmark 1: The student is attentive.

Intermediate Level Knowledge Base Indicators	Instructional Examples
<p>The student</p> <ol style="list-style-type: none">1. focuses attention on visual messages.2. sustains focus throughout visual activities.3. focuses attention on specific details in complex visual messages.4. independently adapts attentive behavior to accommodate viewing situations.	<p>The student</p> <ul style="list-style-type: none">• attends to daily messages and/or instruction on the board or overhead when entering the classroom, such as bell or seat work.• identifies and interprets key elements, such as color, texture, size, and placement of letters and words from visual presentations, advertisements, movies, visual arts, etc.• adapts to a variety of visual stimuli, such as programs, exhibits, web quests, centers.
<p>Teacher Notes:</p>	

VIEWING

INTERMEDIATE

Standard 2: Learners will demonstrate skills in viewing for a variety of purposes.

Benchmark 2: The student recognizes/identifies the cues in visual messages transmitted through objects, images, sounds, and words.

Intermediate Level Knowledge Base Indicators	Instructional Examples
<p>The student</p> <ol style="list-style-type: none">1. recognizes the appropriate meaning of visual messages.2. generalizes about defining characteristics in visual messages.3. uses context cues to determine meaning of complex or unfamiliar visual messages.4. demonstrates awareness of the properties of visual messages.	<p>The student</p> <ul style="list-style-type: none">• participates in activities that incorporate legend reading, such as map, chart, and graph reading.• uses correct terminology when discussing a visual message, such as character appearance, setting, etc. for a film; elements and principles of design for a painting.• identifies the properties of visual messages, such as the shape of a stop sign.
<p>Teacher Notes:</p>	

VIEWING

INTERMEDIATE

Standard 2: Learners will demonstrate skills in viewing for a variety of purposes.

Benchmark 3: The student understands visual messages.

Intermediate Level Knowledge Base Indicators	Instructional Examples
<p>The student</p> <ol style="list-style-type: none">1. seeks clarification.2. answers increasingly complex questions related to visual messages.3. describes visual messages in detail.4. interprets the meanings of visual messages.	<p>The student</p> <ul style="list-style-type: none">• provides details and asks questions when he/she doesn't understand the message.• answers "question, answer, response" (QAR) questions in an effort to interpret a painting.• interprets the message communicated to him/her through a magazine advertisement.• reflects on a visual message, such as the message communicated through a comic strip.
<p>Teacher Notes:</p>	

VIEWING**INTERMEDIATE****Standard 2: Learners will demonstrate skills in viewing for a variety of purposes.****Benchmark 4: The student remembers and applies the content of visual messages.**

Intermediate Level Knowledge Base Indicators	Instructional Examples
The student <ol style="list-style-type: none">1. remembers significant details from visual messages.2. uses components of visual messages to complete tasks independently.3. applies knowledge from visual messages in new visual contexts and products.4. relates information and ideas from visual messages to personal experiences.	The student <ul style="list-style-type: none">• answers questions, brainstorms, or uses a graphic organizer to report on the details of a message communicated through a movie poster.• reads and uses visual coding cards placed on the drawers and cupboards in the art room to independently find supplies needed to complete an art project.• applies knowledge to a new context, such as using correct interpretation of a map legend to read a map; using knowledge gained from reading a story to create a diorama of one scene in the story.• explains how information obtained from a commercial, such as one advertising an automobile relates to his/her life.
Teacher Notes:	

VIEWING**INTERMEDIATE****Standard 2: Learners will demonstrate skills in viewing for a variety of purposes.****Benchmark 5: The student analyzes and/or evaluates visual messages.**

Intermediate Level Knowledge Base Indicators	Instructional Examples
<p>The student</p> <ol style="list-style-type: none"> 1. predicts appropriate outcomes. 2. draws appropriate conclusions with supporting details. 3. identifies the purposes of visual messages. 4. uses external criteria to distinguish fact from fiction. 5. identifies the target of visual messages. 6. develops internal criteria to determine real from manipulated images. 7. identifies the techniques used in visual messages to affect the viewer, such as exaggeration, distortion, and humor. 8. expresses and supports personal evaluation of messages by giving one or two reasons. 	<p>The student</p> <ul style="list-style-type: none"> • predicts outcomes prior to and/or during viewing of an educational, age-appropriate movie or video recording. • uses organizational strategies such as “what do you know, what do you want to know, what did you learn” (KWL) and “question, answer, response” (QAR) to identify the purpose of a visual message. • examines examples of computer generated and manipulated images, illustrations of optical illusions, etc. to determine fact from fiction. • uses examples of visual messages in photographs, computer images, actual objects, or artists’ depictions to identify the <i>target audience</i>. • analyzes visual messages, such as those portrayed through advertisements for identification of exaggeration and distortion, to determine real from manipulated visual messages. • gives one or two reasons why he/she supports or does not support the quality of a debate.
<p>Teacher Notes:</p>	

VIEWING

PROFICIENT

Standard 2: Learners will demonstrate skills in viewing for a variety of purposes.

Benchmark 1: The student is attentive.

Proficient Level Knowledge Base Indicators	Instructional Examples
<p>The student</p> <ol style="list-style-type: none">1. accepts responsibility for focusing attention on visual messages.2. uses personal strategies to maintain focus during visual presentations.3. focuses attention on individual elements, such as images, <i>sound</i>, <i>dialogue</i>, and <i>perspective</i>.4. adapts attentive behavior to accommodate the purpose, setting, and content of visual messages.	<p>The student</p> <ul style="list-style-type: none">• attends to daily messages and/or instruction on the board or overhead when he/she enters the classroom,• identifies and interprets key elements, such as color, texture, size, and placement of letters and words in a visual advertisement, movie, or work of art.• adapts to a variety of visual stimuli, such as exhibits, web quests, or centers.
<p>Teacher Notes:</p>	

VIEWING**PROFICIENT**

Standard 2: Learners will demonstrate skills in viewing for a variety of purposes.

Benchmark 2: The student recognizes/identifies the cues in visual messages transmitted through objects, images, sounds, and words.

Proficient Level Knowledge Base Indicators	Instructional Examples
<p>The student</p> <ol style="list-style-type: none"> 1. recognizes multiple meanings of visual messages. 2. recognizes symbolic elements of visual messages, such as metaphors, logos, and color. 3. recognizes the relationship of parts to the whole in visual messages. 4. recognizes the effects of verbal and nonverbal cues. 	<p>The student</p> <ul style="list-style-type: none"> • Listens to a story being read to him/her to strengthen his/her ability to focus. • identifies and interprets key elements, such as color, texture, size, and placement of letters and words in a visual advertisement, movie, or work of art. • discusses individual scenes and how they impact the work. • identifies and interprets individual elements from a visual presentation, such as an advertisement, movie, or work of art. • exhibits appropriate behaviors for various types of activities, such as field trips, plays, museums, or concerts.
<p>Teacher Notes:</p>	

VIEWING

PROFICIENT

Standard 2: Learners will demonstrate skills in viewing for a variety of purposes.

Benchmark 3: The student understands visual messages.

Proficient Level Knowledge Base Indicators	Instructional Examples
<p>The student</p> <ol style="list-style-type: none">1. generates questions related to visual messages.2. integrates multiple viewing experiences to comprehend a single concept or topic.3. describes and discusses visual messages.4. derives literal and abstract meanings from visual messages.	<p>The student</p> <ul style="list-style-type: none">• debates ambiguous messages found in TV commercials to address the double meanings.• uses teacher provided cross-curricular information, such as a historical timeline of the Civil War, which supports the video <i>Red Badge of Courage</i> and political cartoons of that time period. Thus, comprehending the <i>philosophy</i> present at that time in history.• analyses the reasons why someone would choose an advertising icon, such as the Green Giant, Tony the Tiger, M&M, or the Michelin Man to advertise their product. The student discusses how each icon impacts the viewer and the sale of the product.• provides and reflects on multiple possible interpretations of television commercials.
<p>Teacher Notes:</p>	

VIEWING**PROFICIENT****Standard 2: Learners will demonstrate skills in viewing for a variety of purposes.****Benchmark 4: The student remembers and applies the content of visual messages.**

Proficient Level Knowledge Base Indicators	Instructional Examples
<p>The student</p> <ol style="list-style-type: none"> 1. completes extended viewing tasks. 2. assimilates knowledge from viewing and uses this knowledge in new contexts. 3. uses knowledge from visual messages to create new messages. 4. relates information and ideas from visual messages to personal experiences. 	<p>The student</p> <ul style="list-style-type: none"> • applies knowledge to a new context, such as using correct interpretation of a map legend to read a map; using knowledge gained from reading a story to create a diorama of one scene in the story. • uses knowledge gained from visual icons to create new messages through various media, such as videotapes, role playing, broadcasts, posters, computer-generated presentations, collages, and poems. • reads a picture book, such as <i>My Man Blue</i> and uses knowledge gained from it to write a personal reflection or story.
<p>Teacher Notes:</p>	

VIEWING**PROFICIENT**

Standard 2: Learners will demonstrate skills in viewing for a variety of purposes.

Benchmark 5: The student analyzes and evaluates visual messages.

Proficient Level Knowledge Base Indicators	Instructional Examples
<p>The student</p> <ol style="list-style-type: none"> 1. evaluates the appropriateness of predictions. 2. draws appropriate conclusions with supporting details. 3. identifies and interprets multiple messages and intended purposes. 4. recognizes motives of persuasive appeals. 5. recognizes the strategies used in visual messages. 6. identifies the techniques used in visual messages to affect the viewer. 7. distinguishes between stated or implied facts. 8. distinguishes between facts and opinions. 9. supports personal evaluation of visual messages. 	<p>The student</p> <ul style="list-style-type: none"> • evaluates the cover of the story book, prior to reading the story, to predict likely and unlikely outcomes. • uses organizational strategies, such as “what do you know, what do you want to know, what did you learn” (KWL) and “question, answer, response” (QAR) to identify the purpose of a visual message. • identifies exaggeration and distortion used in advertisements to communicate a visual message. • analyzes Public Service Announcements (PSAs), such as “Give to Breast Cancer Awareness” or “Where’s The Beef?” to analyze and clarify motives for persuasive appeals. • analyzes visual elements, such as lighting, pacing in photographs, computer images to identify the effect visual elements have on the audience. • analyzes examples of persuasive appeals using techniques, such as transfer, bandwagon, and plain folks to determine stated and implied facts, and fact from opinion. • supports his/her conclusion regarding visual messages by participating in a debate or panel discussion.
<p>Teacher Notes:</p>	

VIEWING**ADVANCED****Standard 2: Learners will demonstrate skills in viewing for a variety of purposes.****Benchmark 1: The student is attentive.**

Advanced Level Knowledge Base Indicators	Instructional Examples
The student 1. establishes and maintains focus on visual messages. 2. accepts responsibility for active viewing.	The student <ul style="list-style-type: none">• identifies and interprets key elements, such as color, texture, size, and placement of letters and words from visual presentations, advertisements, movies, or visual arts.• adapts a communication model that includes internal/external barriers.
Teacher Notes:	

VIEWING**ADVANCED**

Standard 2: Learners will demonstrate skills in viewing for a variety of purposes.

Benchmark 2: The student recognizes/identifies the cues in visual messages transmitted through objects, images, sounds, and words.

Advanced Level Knowledge Base Indicators	Instructional Examples
<p>The student</p> <ol style="list-style-type: none"> 1. identifies <i>media forms</i>, content, and products. 2. identifies symbolic elements of visual messages. 3. recognizes that visual messages often have multiple interpretations. 4. recognizes the impact of individual components of the message in relationship to the whole. 	<p>The student</p> <ul style="list-style-type: none"> • identifies the visual elements used in media forms, such as computers, videos, or print media. • identifies examples of irony (situational, verbal, and dramatic) and analyzes how they are used. • identifies symbolic elements, such as visual metaphors (Statue of Liberty and its reference to freedom). • applies the communication model* to recount a visual experience such as an accident or the game “gossip.” • discusses individual scenes from a play or movie and their impact on the entire work of art.
<p>Teacher Notes: *The communication model consists of sender, receiver, message, feedback, noise, and environment.</p>	

VIEWING**ADVANCED**

Standard 2: Learners will demonstrate skills in viewing for a variety of purposes.

Benchmark 3: The student understands visual messages.

Advanced Level Knowledge Base Indicators	Instructional Examples
<p>The student</p> <ol style="list-style-type: none">1. explains the ideas, images, and aesthetics of visual messages.2. compares and contrasts denotative and connotative meanings.3. conceptualizes increasingly abstract and complex symbols.4. offers appropriate and effective responses, questions, and comments.5. conceptualizes the meaning of a visual message.	<p>The student</p> <ul style="list-style-type: none">• facilitates their ability to articulate multiple interpretations of visual messages through verbal and written activities.• debates the meaning of complex symbols, such as swastikas, "skin heads," scales of justice, or smoking gun.
<p>Teacher Notes:</p>	

VIEWING**ADVANCED**

Standard 2: Learners will demonstrate skills in viewing for a variety of purposes.

Benchmark 4: The student remembers and applies the content of visual messages.

Advanced Level Knowledge Base Indicators	Instructional Examples
<p>The student</p> <ol style="list-style-type: none"> 1. transfers knowledge from viewing and applies it to new contexts. 2. uses appropriate strategies to remember the content of visual messages. 3. uses knowledge from visual messages to create new messages. 4. relates information and ideas from visual messages to personal experiences. 	<p>The student</p> <ul style="list-style-type: none"> • applies knowledge gained during a computer class to a new context, such as creating PowerPoint presentations or computer-generated posters. • uses strategies, such as note taking or retelling to remember the content of a dramatization, broadcast, collage, or poem. • assimilates multiple visuals, such as pictures, photographs, and paintings into a personal product. • reads a picture book, such as <i>My Man Blue</i> and uses knowledge gained from it to write a personal reflection or story.
<p>Teacher Notes:</p>	

VIEWING**ADVANCED****Standard 2: Learners will demonstrate skills in viewing for a variety of purposes.****Benchmark 5: The student analyzes and evaluates visual messages.**

Advanced Level Knowledge Base Indicators	Instructional Examples
<p>The student</p> <ol style="list-style-type: none"> 1. evaluates the appropriateness of predictions. 2. draws appropriate conclusions with supporting details. 3. identifies and interprets multiple messages and their intended purposes. 4. distinguishes between relevant and irrelevant material. 5. evaluates the quality of information obtained from electronic media sources. 6. evaluates validity of ideas, arguments, or hypotheses. 7. recognizes, interprets, and responds appropriately to visual messages. 8. assesses the techniques used in visual messages to affect the viewer. 9. supports their individual evaluation of the message. 10. recognizes the underlying motives behind the visual messages. 	<p>The student</p> <ul style="list-style-type: none"> • evaluates a poster advertising a movie and provides likely and unlikely predictions. • analyzes and evaluates visual messages, such as advertisements to identify exaggeration and distortion. • analyzes/evaluates visual messages, such as news broadcasts of the Gulf War for validity and relevancy. • analyzes and evaluates persuasive appeals, such as public service announcements (PSAs), product advertisements, and political posters for the use of transfer, bandwagon, and plain folks. • analyzes visual elements, such as lighting, pacing in photographs, computer images to identify the effect visual elements have on the audience. • supports his/her conclusion regarding visual messages by participating in a debate or panel discussion.
<p>Teacher Notes:</p>	

SPEAKING**BASIC**

Standard 3: Learners speak effectively for a variety of audiences, purposes, occasions, and contexts.

Benchmark 1: The effective speaker considers variables in the speaking situation (audience, purpose, occasion, and context) that affect the composition of his/her message.

Basic Level Knowledge Base Indicators	Instructional Examples
<p>The student</p> <ol style="list-style-type: none">1. recognizes different audiences.2. recognizes different <i>purposes for speaking</i>.3. recognizes different occasions/contexts for speaking.	<p>The student</p> <ul style="list-style-type: none">• identifies a variety of audiences for speaking such as a friend, parent, teacher, or principal.• communicates both individually and in a group, such as show-and-tell, circle time, classroom discussion, and taking messages to teachers or principals.
<p>Teacher Notes:</p>	

SPEAKING**BASIC**

Standard 3: Learners speak effectively for a variety of audiences, purposes, occasions, and contexts.

Benchmark 2: The effective speaker participates in a variety of communication opportunities.

Basic Level Knowledge Base Indicators	Instructional Examples
<p>The student</p> <ol style="list-style-type: none">1. replies to questions with appropriate verbal and nonverbal response behavior.2. recognizes appropriate times and situations to initiate <i>oral communication</i>.3. participates in classroom routines/events for communicating.4. willingly speaks to a variety of partners/audiences.	<p>The student</p> <ul style="list-style-type: none">• uses appropriate nonverbal responses, such as raising hands or using a thumbs up/thumbs down for “yes” or “no.”• follows classroom routine for appropriate speaking opportunities, such as asking permission or requesting help.• speaks to an audience using activities, such as show-and-tell and calendar time.
<p>Teacher Notes:</p>	

SPEAKING**BASIC**

Standard 3: Learners speak effectively for a variety of audiences, purposes, occasions, and contexts.

Benchmark 3: The effective speaker produces a coherent message.

Basic Level Knowledge Base Indicators	Instructional Examples
<p>The student</p> <ol style="list-style-type: none"> 1. expresses a complete thought. 2. expresses information related to the topic. 3. focuses on the topic. 4. uses sequence and details to organize their message. 	<p>The student</p> <ul style="list-style-type: none"> • uses activities for complete thought responses, such as “I spy” or “Twenty Questions.”* • uses age-appropriate topics and prompts for responses. • uses brainstorming, graphic organizers, or categorization to organize the message.
<p>Teacher Notes: **“Twenty Questions” is an activity where students are allowed to ask up to twenty questions to identify the topic or subject that is being thought of by another person in the class.</p>	

SPEAKING**BASIC**

Standard 3: Learners speak effectively for a variety of audiences, purposes, occasions, and contexts.

Benchmark 4: The effective speaker uses appropriate content for purpose, audience, occasion, and context.

Basic Level Knowledge Base Indicators	Instructional Examples
<p>The student</p> <ol style="list-style-type: none"> 1. knows whether or not the purpose and situation requires content based on reality or make-believe. 2. expresses information relevant to the purpose, audience, and situation. 3. remains focused. 4. presents content focused on the topic. 5. expands or limits content with teacher assistance. 6. uses precise vocabulary when addressing groups or individuals. 	<p>The student</p> <ul style="list-style-type: none"> • clarifies the differences between fact and fiction or reality and make-believe. • gives feedback on relevance of content in response to peers' oral presentations. • uses precise vocabulary, such as "Mrs. Henry" versus "teacher."
<p>Teacher Notes:</p>	

SPEAKING**BASIC**

Standard 3: Learners speak effectively for a variety of audiences, purposes, occasions, and contexts.

Benchmark 5: The effective speaker demonstrates control of delivery skills.

Basic Level Knowledge Base Indicators	Instructional Examples
<p>The student</p> <ol style="list-style-type: none">1. establishes eye contact.2. varies <i>volume</i> of voice according to situation.3. uses appropriate body position and movement according to the situation.	<p>The student</p> <ul style="list-style-type: none">• makes appropriate eye contact.• uses appropriate vocal volume and rate to be used in situations, such as speaking up during show-and-tell, whispering in the library, and “indoor voices” in the classroom.• uses appropriate, nonverbal body language, such as facing the audience, standing still, and keeping head up while speaking.
<p>Teacher Notes:</p>	

SPEAKING**Basic****Standard 3: Learners speak effectively for a variety of audiences, purposes, occasions, and contexts.****Benchmark 6: The effective speaker participates appropriately in small groups.**

Basic Level Knowledge Base Indicators	Instructional Examples
The student <ol style="list-style-type: none">1. develops and uses proper etiquette.2. stays focused on the task.3. contributes relevant information.4. identifies the different roles in a group.5. assumes an assigned role in a group.	The student <ul style="list-style-type: none">• uses appropriate etiquette when role playing.• uses guidelines for roles in a group, such as facilitator and recorder.
Teacher Notes:	

SPEAKING

Basic

Standard 3: Learners speak effectively for a variety of audiences, purposes, occasions, and contexts.

Benchmark 7: The effective speaker recognizes the role of evaluation in oral communication.

Basic Level Knowledge Base Indicators	Instructional Examples
<p>The student</p> <ol style="list-style-type: none">1. accepts helpful criticism in a respectful manner.	<p>The student</p> <ul style="list-style-type: none">• understands constructive criticism given to them by the teacher.
<p>Teacher Notes:</p>	

SPEAKING

INTERMEDIATE

Standard 3: Learners speak effectively for a variety of audiences, purposes, occasions, and contexts.

Benchmark 1: The effective speaker considers variables in the speaking situation (audience, purpose, occasion, and context) that affect the composition of his/her message.

Intermediate Level Knowledge Base Indicators	Instructional Examples
<p>The student</p> <ol style="list-style-type: none">1. recognizes <i>demographic characteristics</i> of their audience.2. recognizes different purposes for speaking, such as to inform, persuade, and entertain.3. recognizes if the occasion and context are formal or informal.	<p>The student</p> <ul style="list-style-type: none">• defines characteristics of different audiences according to group's size, gender, and age.• uses different purposes for speaking, such as book reports, anti-drug commercials, and talent shows.• uses role playing opportunities to illustrate formal and informal speaking contexts, such as telephone etiquette, interviews, or demonstrations.
<p>Teacher Notes:</p>	

SPEAKING**INTERMEDIATE**

Standard 3: Learners speak effectively for a variety of audiences, purposes, occasions, and contexts.

Benchmark 2: The effective speaker participates in a variety of communication opportunities.

Intermediate Level Knowledge Base Indicators	Instructional Examples
<p>The student</p> <ol style="list-style-type: none"> 1. replies to questions with appropriate verbal and nonverbal response behavior. 2. initiates oral communication during appropriate times and situations. 3. prepares and presents individual oral reports. 4. prepares and presents short <i>narrative speeches</i>. 5. presents short <i>impromptu speeches</i> based on classroom content. 	<p>The student</p> <ul style="list-style-type: none"> • uses appropriate responses for evaluation, such as phrases, sentences, and courteous nonverbal cues. • follows classroom guidelines for appropriate verbal interaction. • follows guidelines for speaking opportunities, such as oral reports, narrative, or impromptu speeches.
<p>Teacher Notes:</p>	

SPEAKING

INTERMEDIATE

Standard 3: Learners speak effectively for a variety of audiences, purposes, occasions, and contexts.

Benchmark 3: The effective speaker produces a coherent message.

Intermediate Level Knowledge Base Indicators	Instructional Examples
<p>The student</p> <ol style="list-style-type: none">1. uses organizational devices as a basis for planning and developing an oral report.2. expresses thoughts using phrases and complete sentences.3. stays focused on the topic.4. organizes details in logical order.5. uses appropriate language that is clear and specific to the topic.	<p>The student</p> <ul style="list-style-type: none">• illustrates the function of a topic sentence and engages in opportunities for practice.• models the use of organizational devices, such as notes or graphic organizers, for speaking purposes.• listens and responds to student examples of strong and weak messages.
<p>Teacher Notes</p>	

SPEAKING

INTERMEDIATE

Standard 3: Learners speak effectively for a variety of audiences, purposes, occasions, and contexts.

Benchmark 4: The effective speaker uses appropriate content for purpose, audience, occasion, and context.

Intermediate Level Knowledge Base Indicators	Instructional Examples
<p>The student</p> <ol style="list-style-type: none"> 1. varies information presented according to the purpose, audience, and situation. 2. stays focused on purpose, audience, and situation. 3. expands or limits content as needed or directed, such as use of examples, AV aides, and technology. 4. adapts vocabulary for purpose, audience, and situation. 5. uses figurative language, such as simple analogies, common multiple-meaning words, and familiar idioms. 6. uses <i>syntax</i> and vocabulary that represent developmentally appropriate oral language. 7. uses language that reflects personal and <i>authentic voice</i>. 	<p>The student</p> <ul style="list-style-type: none"> • uses appropriate examples and speaking aides for a given speaking situation. • develops content for a speaking situation. • develops guidelines for his/her presentation, such as a check-list or rubric. • uses a rubric to show his/her progress through prompts, materials, and resources. • Uses appropriate vocabulary, idioms, analogies, etc. during independent and group activities.
<p>Teacher Notes:</p>	

SPEAKING

INTERMEDIATE

Standard 3: Learners speak effectively for a variety of audiences, purposes, occasions, and contexts.

Benchmark 5: The effective speaker demonstrates control of delivery skills.

Intermediate Level Knowledge Base Indicators	Instructional Examples
<p>The student</p> <ol style="list-style-type: none">1. uses appropriate delivery skills.2. effectively uses audio and/or visual aids to support delivery during a presentation.	<p>The student</p> <ul style="list-style-type: none">• maintains eye contact.• varies vocal expression according to situation, such as volume, pace, and <i>inflection</i>.• uses appropriate pronunciation and clear articulation.• uses appropriate nonverbal behaviors, such as eye contact, facial expressions, gestures, posture, and <i>proximity</i> according to the situation.• uses a natural, conversational vocal style when presenting a planned speech.• uses materials and equipment, such as charts, graphs, marker-boards, microphones, videos, overheads, and computer technology.• develops and uses notes to support the oral delivery of a presentation.• critiques presentations according to predefined guidelines or rubrics.
<p>Teacher Notes:</p>	

SPEAKING

INTERMEDIATE

Standard 3: Learners speak effectively for a variety of audiences, purposes, occasions, and contexts.

Benchmark 6: The effective speaker participates appropriately in small groups.

Intermediate Level Knowledge Base Indicators	Instructional Examples
<p>The student</p> <ol style="list-style-type: none">1. refines the use of proper etiquette.2. understands whole group activities to reinforce appropriate group interactions.3. contributes relevant information based on his/her role in the group, such as leader, recorder, and evaluator.	<p>The student</p> <ul style="list-style-type: none">• uses proper etiquette during small group activities and then receives immediate feedback.• responds politely to the ideas and opinions of others.• utilizes the various purposes of groups, such as problem solving, brainstorming, <i>consensus building</i>, discussion, and information gathering.• seeks relevant information through questioning.
<p>Teacher Notes:</p>	

SPEAKING

INTERMEDIATE

Standard 3: Learners speak effectively for a variety of audiences, purposes, occasions, and contexts.

Benchmark 7: The effective speaker recognizes the role of evaluation in oral communication.

Intermediate Level Knowledge Base Indicators	Instructional Examples
<p>The student</p> <ol style="list-style-type: none">1. evaluates the merit of criticism.2. uses criticism to improve future oral presentations.	<p>The student</p> <ul style="list-style-type: none">• uses different forms of media, such as commercials, peer presentations, or guest speakers to critique a variety of messages.• uses rubrics and critique forms to revise and incorporate changes to oral presentations.
<p>Teacher Notes:</p>	

SPEAKING**PROFICIENT**

Standard 3: Learners speak effectively for a variety of audiences, purposes, occasions, and contexts.

Benchmark 1: The effective speaker considers variables in the speaking situation (audience, purpose, occasion, and context) that affect the composition of his/her message.

Proficient Level Knowledge Base Indicators	Instructional Examples
<p>The student</p> <ol style="list-style-type: none"> 1. describes the characteristics of his/her audience. 2. describes different purposes for messages, such as to inform, persuade, and entertain. 3. describes context and the occasion of the messages. 	<p>The student</p> <ul style="list-style-type: none"> • uses crossword puzzles and other games to show knowledge of audience characteristics. • views media productions to distinguish the different purposes of messages.
<p>Teacher Notes:</p>	

SPEAKING**PROFICIENT**

Standard 3: Learners speak effectively for a variety of audiences, purposes, occasions, and contexts.

Benchmark 2: The effective speaker participates in a variety of communication opportunities.

Proficient Level Knowledge Base Indicators	Instructional Examples
<p>The student</p> <ol style="list-style-type: none"> 1. initiates oral communication during appropriate times and situations using verbal and nonverbal behaviors. 2. participates in oral presentations for defined purposes. 	<p>The student</p> <ul style="list-style-type: none"> • follows guidelines for appropriate verbal and nonverbal interaction, such as clarifying questions, comments, facial expressions, proximity, and raising a hand. • follows guidelines to refine oral presentations for a variety of purposes, such as impromptu, informative, narrative, demonstration, and <i>persuasive speeches</i>.
<p>Teacher Notes:</p>	

SPEAKING

PROFICIENT

Standard 3: Learners speak effectively for a variety of audiences, purposes, occasions, and contexts.

Benchmark 3: The effective speaker produces a coherent message.

Proficient Level Knowledge Base Indicators	Instructional Examples
<p>The student</p> <ol style="list-style-type: none">1. develops thoughts using increasing complexity.2. develops a message with an <i>introduction, body, and conclusion</i>.3. organizes details in logical order.4. uses <i>transitions</i> between parts of a message.5. uses language effectively and appropriately.	<p>The student</p> <ul style="list-style-type: none">• uses a variety of organizational devices, such as outlining and webbing.• uses one of the following organizational patterns: general to specific, chronological order, or cause and effect.• views and uses examples of: no transitions, good transitions, and poor transitions, then discusses the different effects on the message.• uses a rubric to gather feedback on the effectiveness of his/her message.
<p>Teacher Notes:</p>	

SPEAKING**PROFICIENT**

Standard 3: Learners speak effectively for a variety of audiences, purposes, occasions, and contexts.

Benchmark 4: The effective speaker uses appropriate content for purpose, audience, occasion, and context.

Proficient Level Knowledge Base Indicators	Instructional Examples
<p>The student</p> <ol style="list-style-type: none"> 1. adapts information according to the purpose, audience, occasion, and context. 2. maintains focus on purpose, audience, and situation. 3. extends or revises content as needed or directed. 4. adapts vocabulary for purpose, audience, and situation. 5. uses creative language. 6. uses oral language style as opposed to written language style. 7. uses authentic voice that shows his/her personality. 8. uses repetition and summary. 	<p>The student</p> <ul style="list-style-type: none"> • adapts presentations to different audiences, such as younger students, peers, and adults. • uses examples, AV aides, or technology. • uses analogies, similes, metaphors, and idioms. • prepares complex and refined presentations to develop a personal style. • follows guidelines for student presentations, such as a checklist or a rubric.
<p>Teacher Notes:</p>	

SPEAKING**PROFICIENT**

Standard 3: Learners speak effectively for a variety of audiences, purposes, occasions, and contexts.

Benchmark 5: The effective speaker demonstrates control of delivery skills.

Proficient Level Knowledge Base Indicators	Instructional Examples
<p>The student</p> <ol style="list-style-type: none"> 1. refines presentation for improvement of delivery skills. 2. accepts and uses constructive criticism. 3. uses audiovisual materials and equipment to enhance presentation. 4. uses an <i>extemporaneous</i> manner of speaking including the appropriate use of notes. 	<p>The student</p> <ul style="list-style-type: none"> • scans the audience and makes direct eye contact. • adjusts vocal expression according to the situation, such as volume, pace, and inflection. • uses appropriate pronunciation and clear articulation. • varies nonverbal behaviors, such as facial expressions, gestures, posture, and proximity appropriate to the situation. • critiques presentations according to predefined guidelines or a rubric. • dialogues with the teacher or another student to reflect on and improve their work, following a critique. • integrates audio and/or visual aids into presentations. • limits his/her use of notes to foster extemporaneous speaking.
<p>Teacher Notes:</p>	

SPEAKING**PROFICIENT**

Standard 3: Learners speak effectively for a variety of audiences, purposes, occasions, and contexts.

Benchmark 6: The effective speaker participates appropriately in small groups.

Proficient Level Knowledge Base Indicators	Instructional Examples
<p>The student</p> <ol style="list-style-type: none"> 1. refines and uses proper etiquette. 2. responds to and reinforces information. 3. shows sensitivity to the feelings and opinions of others. 4. uses appropriate means to communicate strong feelings and resolve conflicts through negotiations and compromises. 5. adapts to the <i>group dynamics</i> by assuming different roles. 	<p>The student</p> <ul style="list-style-type: none"> • follows etiquette rules during small group activities and provides immediate feedback. • seeks information or clarification through questions or dialogues. • is sensitive to others' personal views and perspectives. • practices whole group activities to reinforce appropriate group interactions.
<p>Teacher Notes:</p>	

SPEAKING

PROFICIENT

Standard 3: Learners speak effectively for a variety of audiences, purposes, occasions, and contexts.

Benchmark 7: The effective speaker recognizes the role of evaluation in oral communication.

Proficient Level Knowledge Base Indicators	Instructional Examples
<p>The student</p> <ol style="list-style-type: none">1. modifies delivery or content during a presentation in response to <i>audience feedback</i>.	<p>The student</p> <ul style="list-style-type: none">• uses deliveries of the same or similar presentations to develop awareness of audience.
<p>Teacher Notes:</p>	

SPEAKING**ADVANCED**

Standard 3: Learners speak effectively for a variety of audiences, purposes, occasions, and contexts.

Benchmark 1: The effective speaker considers variables in the speaking situation (audience, purpose, occasion, and context) that affect the composition of his/her message.

Advanced Level Knowledge Base Indicators	Instructional Examples
<p>The student</p> <ol style="list-style-type: none">1. analyzes the characteristics of his/her audience.2. describes different characteristics of messages based on purpose.3. analyzes context and occasion for messages.	<p>The student</p> <ul style="list-style-type: none">• observes a speaker presenting to a variety of audiences, such as a politician speaking to different demographic groups or a comedian performing for different age groups.• critiques various messages according to audience, purpose, occasion, and context.
<p>Teacher Notes:</p>	

SPEAKING

ADVANCED

Standard 3: Learners speak effectively for a variety of audiences, purposes, occasions, and contexts.

Benchmark 2: The effective speaker participates in a variety of communication opportunities.

Advanced Level Knowledge Base Indicators	Instructional Examples
<p>The student</p> <p>1. uses appropriate oral communication in all contexts.</p>	<p>The student</p> <ul style="list-style-type: none">• initiates oral communication during appropriate times and situations using verbal and nonverbal behaviors, such as clarifying questions, comments, facial expressions, proximity, and raising a hand.
<p>Teacher Notes:</p>	

SPEAKING**ADVANCED**

Standard 3: Learners speak effectively for a variety of audiences, purposes, occasions, and contexts.

Benchmark 3: The effective speaker produces a coherent message.

Advanced Level Knowledge Base Indicators	Instructional Examples
<p>The student</p> <ol style="list-style-type: none"> 1. uses a variety of organizational devices. 2. compares and contrasts appropriate and inappropriate introductions and conclusions for the body of speeches. 3. receives feedback on effectiveness of his/her messages. 	<p>The student</p> <ul style="list-style-type: none"> • uses familiar organizational patterns, such as comparison/contrast or problem/solution. • uses a thesis statement, main points, and supporting material to structure a speech. • uses language consistent with purpose and content of message. • uses transitions between main points. • uses an introduction that prepares an audience for the speech. • uses a conclusion that reinforces the message and signals closure for the speech. • uses a rubric to evaluate the effectiveness of a message.
<p>Teacher Notes:</p>	

SPEAKING**ADVANCED**

Standard 3: Learners speak effectively for a variety of audiences, purposes, occasions, and contexts.

Benchmark 4: The effective speaker uses appropriate content for purpose, audience, occasion, and context.

Advanced Level Knowledge Base Indicators	Instructional Examples
<p>The student</p> <ol style="list-style-type: none"> 1. develops presentations for different audiences. 2. prepares complex and refined presentations and develops a personal style. 3. develops personas to enhance the presentation. 	<p>The student</p> <ul style="list-style-type: none"> • uses information that is relevant, accurate, and sufficient. • uses language that matches the audience’s level of understanding, such as vocabulary and amount of detail. • uses vocabulary specific to topic. • uses the level of language formality consistent with audience, purpose, and context. • uses language that promotes emotional responses related to speaker’s purpose. • uses authentic voice that reflects the speaker’s commitment to the message and personal style. • brings in examples of messages that reflect strong speaker emotions and voice, such as <i>editorials</i>, ads, political speeches, etc. • creates a presentation using a variety of personas.
<p>Teacher Notes:</p>	

SPEAKING**ADVANCED**

Standard 3: Learners speak effectively for a variety of audiences, purposes, occasions, and contexts.

Benchmark 5: The effective speaker demonstrates control of delivery skills.

Advanced Level Knowledge Base Indicators	Instructional Examples
<p>The student</p> <ol style="list-style-type: none"> 1. refines delivery skills. 2. collaborates and reflects with peers for self-improvement. 3. pronounces, articulates, and enunciates words in his/her speech. 4. avoids distracting delivery behaviors, such as fidgeting, rocking podium, shuffling notes, <i>vocalized pauses</i>, and <i>unintended pauses</i>. 5. effectively uses materials and equipment. 6. uses constructive criticism to refine delivery skills. 	<p>The student</p> <ul style="list-style-type: none"> • uses an extemporaneous manner of delivery that creates speaker connection to the audience. • maintains an acceptable level of <i>poise</i> including eye contact, gestures, body position and/or movements, and vocal expressions, such as volume, pace, and inflection. • responds and adapts to audience feedback. • uses a resource file of materials and equipment appropriately for a variety of presentations. • uses audio and videotaping to foster reflection and refine presentation skills.
<p>Teacher Notes:</p>	

SPEAKING

ADVANCED

Standard 3: Learners speak effectively for a variety of audiences, purposes, occasions, and contexts.

Benchmark 6: The effective speaker participates appropriately in small groups.

Proficient Level Knowledge Base Indicators	Instructional Examples
<p>The student</p> <ol style="list-style-type: none">1. shows sensitivity to the feelings and opinions of others.2. refines, uses, and models proper etiquette.3. responds to the group dynamics by shifting roles when necessary.	<p>The student</p> <ul style="list-style-type: none">• observes and provides feedback on peers' sensitivity to others' personal views and perspectives.• uses appropriate means to communicate feelings and resolve conflict through negotiations and compromise, realizing that non-acceptance is an option.• follows etiquette rules during small group activities.• models the role of mediator for conflict resolution.• utilizes whole group activities to reinforce appropriate small group interactions.• makes suggestions to facilitate positive group interaction.• contributes relevant information based on his/her role in the group.• participates through questions and dialogue.
<p>Teacher Notes:</p>	

SPEAKING**ADVANCED**

Standard 3: Learners speak effectively for a variety of audiences, purposes, occasions, and contexts.

Benchmark 7: The effective speaker recognizes the role of evaluation in oral communication.

Advanced Level Knowledge Base Indicators	Instructional Examples
The student 1. uses self-evaluation to improve oral communication.	The student • uses self-evaluation tools, such as checklists, guiding questions, rubrics, video, or audiotapes.
Teacher Notes:	

INFORMATION RETRIEVAL**BASIC****Standard 4: The communicator will retrieve information from a variety of appropriate sources.****Benchmark 1: The effective communicator is knowledgeable about available sources.**

Basic Level Knowledge Base Indicators	Instructional Examples
The student 1. recognizes that information can be found in different locations, such as school media centers, public libraries, classrooms, and home. 2. recognizes different types of sources, such as people, paper, and electronic media.	The student • selects sources such as books, magazines, electronic media, or community experts. • uses books and activities to familiarize themselves with places where resources can be accessed.
Teacher Notes:	

INFORMATION RETRIEVAL**BASIC****Standard 4: The communicator will retrieve information from a variety of appropriate sources.****Benchmark 2: The effective communicator knows how to use sources from a variety of media and formats.**

Basic Level Knowledge Base Indicators	Instructional Examples
The student 1. identifies simple, appropriate sources for specific information, such as maps, books, calendars, and people. 2. locates simple sources of information, such as nonfiction books in the media center.	The student • uses hands-on activities such as interactive bulletin boards, learning games and songs, or map puzzles. • uses activities to familiarize students with the layout and purpose of the library.
Teacher Notes:	

INFORMATION RETRIEVAL

BASIC

Standard 4: The communicator will retrieve information from a variety of appropriate sources.

Benchmark 3: The effective communicator gathers, sorts, selects, and uses sources and information.

Basic Level Knowledge Base Indicators	Instructional Examples
The student 1. gathers one or two sources of information with assistance. 2. sorts information using a simple graphic organizer or list.	The student • chooses a topic to research. • sorts living beings by listing them under one of the following headings: insects, plants, or birds.
Teacher Notes:	

INFORMATION RETRIEVAL

BASIC

Standard 4: The communicator will retrieve information from a variety of appropriate sources.

Benchmark 4: The effective communicator analyzes and/or evaluates the sources and information.

Advanced Level Knowledge Base Indicators	Instructional Examples
<p>The student</p> <ol style="list-style-type: none">1. recognizes the usefulness of the source for his/her purpose.2. recognizes the appropriateness of the source and/or information for his/her purpose, such as using a nonfiction source versus a fictional source for facts.	<p>The student</p> <ul style="list-style-type: none">• views samples of sources that are useful and not useful for a specific task that might include fiction or nonfiction.
<p>Teacher Notes:</p>	

INFORMATION RETRIEVAL

INTERMEDIATE

Standard 4: The communicator will retrieve information from a variety of appropriate sources.

Benchmark 1: The effective communicator is knowledgeable about available sources.

Intermediate Level Knowledge Base Indicators	Instructional Examples
<p>The student</p> <p>1. identifies types and formats of reference materials, such as an almanac, atlas, thesaurus, electronic source, search engines, personal interview, magazine, or encyclopedia.</p>	<p>The student</p> <ul style="list-style-type: none">• uses books and activities to familiarize themselves with places where resources can be accessed.
<p>Teacher Notes:</p>	

INFORMATION RETRIEVAL

INTERMEDIATE

Standard 4: The communicator will retrieve information from a variety of appropriate sources.

Benchmark 2: The effective communicator knows how to use sources from a variety of media and formats.

Intermediate Level Knowledge Base Indicators	Instructional Examples
<p>The student</p> <ol style="list-style-type: none">1. independently identifies appropriate, applicable sources, such as reference materials, electronic sources, or experts.2. recognizes features of print sources, such as index, table of contents, glossary, and charts.3. recognizes features of electronic sources, such as search terms and search engines.4. locates sources of information independently.	<p>The student</p> <ul style="list-style-type: none">• completes assignments or activities which require independent information retrieval.• conducts guided practice activities to familiarize themselves with text features.• accesses electronic sources.
<p>Teacher Notes:</p>	

INFORMATION RETRIEVAL

INTERMEDIATE

Standard 4: The communicator will retrieve information from a variety of appropriate sources.

Benchmark 3: The effective communicator gathers, sorts, selects, and uses sources and information.

Intermediate Level Knowledge Base Indicators	Instructional Examples
<p>The student</p> <ol style="list-style-type: none">1. gathers information from three to four primary and secondary sources.2. sorts and selects information using graphic organizers.	<p>The student</p> <ul style="list-style-type: none">• interviews people from different age groups or gathers information from books.• uses graphic organizers, such as color coding, and sorting note cards to sort and select useful information.
<p>Teacher Notes:</p>	

INFORMATION RETRIEVAL

INTERMEDIATE

Standard 4: The communicator will retrieve information from a variety of appropriate sources.

Benchmark 4: The effective communicator analyzes and/or evaluates the sources and information.

Intermediate Level Knowledge Base Indicators	Instructional Examples
<p>The student</p> <ol style="list-style-type: none">1. applies given criteria to analyze the usefulness of the source for purposes, audiences, occasions, and contexts.2. applies given criteria to analyze the appropriateness of the source and/or information for purposes, audiences, occasions, and contexts.	<p>The student</p> <ul style="list-style-type: none">• uses checklists, rubrics, or guiding questions to analyze usefulness and appropriateness of his/her sources.
<p>Teacher Notes:</p>	

INFORMATION RETRIEVAL

PROFICIENT

Standard 4: The communicator will retrieve information from a variety of appropriate sources.

Benchmark 1: The effective communicator is knowledgeable about available sources.

Proficient Level Knowledge Base Indicators	Instructional Examples
<p>The student</p> <ol style="list-style-type: none">1. differentiates between types and formats of reference materials, such as print, electronic, and expert sources.	<p>The student</p> <ul style="list-style-type: none">• gathers examples of different source types and formats.
<p>Teacher Notes:</p>	

INFORMATION RETRIEVAL

PROFICIENT

Standard 4: The communicator will retrieve information from a variety of appropriate sources.

Benchmark 2: The effective communicator knows how to use sources from a variety of media and formats.

Proficient Level Knowledge Base Indicators	Instructional Examples
The student 1. uses appropriate sources for purposes, audiences, occasions, and contexts. 2. locates electronic, print, and expert sources of information. 3. performs information searches.	The student • utilizes resources from a variety of media and formats for an assignment, such as a book report, social studies demonstration project, science experiment, or <i>informative speech</i> for teachers, peers, or community groups.
Teacher Notes:	

INFORMATION RETRIEVAL

PROFICIENT

Standard 4: The communicator will retrieve information from a variety of appropriate sources.

Benchmark 3: The effective communicator gathers, sorts, selects, and uses sources and information.

Proficient Level Knowledge Base Indicators	Instructional Examples
The student 1. gathers information from primary and secondary sources. 2. sorts, selects, narrows, and uses information utilizing strategies.	The student • uses resources, such as interviews, guest speakers, documents, or computer access. • uses graphic organizers, note taking, and highlighting to sort, select, and narrow information.
Teacher Notes:	

INFORMATION RETRIEVAL

PROFICIENT

Standard 4: The communicator will retrieve information from a variety of appropriate sources.

Benchmark 4: The effective communicator analyzes and evaluates the sources and information.

Proficient Level Knowledge Base Indicators	Instructional Examples
<p>The student</p> <ol style="list-style-type: none"> 1. chooses criteria to analyze and evaluate the usefulness of sources for <i>specific purposes</i>, audiences, occasions, and contexts. 2. chooses criteria to analyze and evaluate the credibility of sources. 3. evaluates the credibility and accuracy of the retrieved information. 	<p>The student</p> <ul style="list-style-type: none"> • develops a rubric for <i>audience analysis</i>. • uses a rubric for evaluation of sources.* • paraphrases various retrieved information for comparison.
<p>Teacher Notes: *This is a list of questions students should be able to answer when evaluating credible sources.</p> <ul style="list-style-type: none"> ▪ Who is the source for the evidence? ▪ What does the evidence say? ▪ How does the evidence say it? ▪ What will the evidence do? ▪ How good is the evidence? 	

INFORMATION RETRIEVAL

ADVANCED

Standard 4: The communicator will retrieve information from a variety of appropriate sources.

Benchmark 1: The effective communicator is knowledgeable about available sources.

Advanced Level Knowledge Base Indicators	Instructional Examples
<p>The student</p> <p>1. references specialized sources of information.</p>	<p>The student</p> <ul style="list-style-type: none">• cites specialized sources of information, such as field observations, databases, professional publications, university libraries, or national experts.
<p>Teacher Notes:</p>	

INFORMATION RETRIEVAL

ADVANCED

Standard 4: The communicator will retrieve information from a variety of appropriate sources.

Benchmark 2: The effective communicator knows how to use sources from a variety of media and formats.

Advanced Level Knowledge Base Indicators	Instructional Examples
<p>The student</p> <p>1. uses appropriate sources from electronic, print, and expert categories of information for purposes, audiences, occasions, and contexts.</p>	<p>The student</p> <ul style="list-style-type: none">• completes varied assignments utilizing resources from a variety of media formats, such as a book report, social studies demonstration project, science experiment, or informative speech for teachers, peers, or community groups.
<p>Teacher Notes:</p>	

INFORMATION RETRIEVAL

ADVANCED

Standard 4: The communicator will retrieve information from a variety of appropriate sources.

Benchmark 3: The effective communicator gathers, sorts, selects, and uses sources and information.

Advanced Level Knowledge Base Indicators	Instructional Examples
<p>The student</p> <ol style="list-style-type: none">1. uses techniques to perform efficient information searches, such as multiple search terms, narrowing/expanding the search, and key word searches.2. gathers current information from authoritative sources.3. selects best information for purposes, audiences, occasions, and contexts.	<p>The student</p> <ul style="list-style-type: none">• continually dialogues with, answers questions by, and participates in individual conferencing with the teachers while conducting research activities.
<p>Teacher Notes:</p>	

INFORMATION RETRIEVAL

ADVANCED

Standard 4: The communicator will retrieve information from a variety of appropriate sources.

Benchmark 4: The effective communicator analyzes and evaluates the sources and information.

Proficient Level Knowledge Base Indicators	Instructional Examples
<p>The student</p> <ol style="list-style-type: none">1. establishes criteria to evaluate the usefulness and credibility of sources.2. establishes criteria to evaluate the accuracy of information.	<p>The student</p> <ul style="list-style-type: none">• uses an evaluative tool (rubric) for students to ask clarifying questions.*
<p>Teacher Notes:</p> <p>*This is a list of questions students should be able to answer when evaluating credible sources.</p> <ul style="list-style-type: none">▪ Who is the source for the evidence?▪ What does the evidence say?▪ How does the evidence say it?▪ What will the evidence do?▪ How good is the evidence?	

MEDIA PRODUCTS

BASIC

Standard 5: Communicators effectively use and create media products for a variety of audiences, purposes, occasions, and contexts.

Benchmark 1: The effective communicator is knowledgeable about various methods that can be used to create aural and visual products.

Basic Level Knowledge Base Indicators	Instructional Examples
<p>The student</p> <p>1. uses a number of age-appropriate methods and resources.</p>	<p>The student</p> <ul style="list-style-type: none">creates examples of media products through the use of a variety of resources and methods, such as art supplies, recycled materials, computer programs/software, and tape recorders.
<p>Teacher Notes: Examples could include a paper collage, a computer-generated drawing, a video, etc.</p>	

MEDIA PRODUCTS

BASIC

Standard 5: Communicators effectively use and create media products for a variety of audiences, purposes, occasions, and contexts.

Benchmark 2: The effective communicator creates single-media and multimedia products.

Basic Level Knowledge Base Indicators	Instructional Examples
<p>The student</p> <p>1. creates single-media and <i>multimedia products</i> that communicate a message.</p>	<p>The student</p> <ul style="list-style-type: none">produces a single-media product, such as a safety poster, using one media source, or creates a two-media product like dioramas of a story, or personal item displays that use more than one media source.
<p>Teacher Notes:</p>	

MEDIA PRODUCTS

BASIC

Standard 5: Communicators effectively use and create media products for a variety of audiences, purposes, occasions, and contexts.

Benchmark 3: The effective communicator uses appropriate content for purpose, audience, occasion, and context.

Basic Level Knowledge Base Indicators	Instructional Examples
<p>The student</p> <ol style="list-style-type: none">1. uses content consistent with the topic or purpose.2. uses or creates a product with sufficient detail for the topic.	<p>The student</p> <ul style="list-style-type: none">• creates media products for a given topic or purpose, such as class newsletter or city model.• creates a product that includes enough details, such as physical properties, time, and use of color to communicate the message clearly without ambiguity or confusion.
<p>Teacher Notes:</p>	

MEDIA PRODUCTS

INTERMEDIATE

Standard 5: Communicators effectively use and create media products for a variety of audiences, purposes, occasions, and contexts.

Benchmark 1: The effective communicator is knowledgeable about various methods that can be used to create aural and visual products.

Intermediate Level Knowledge Base Indicators	Instructional Examples
The student 1. identifies various methods to create media products. 2. knows techniques in media production, such as lighting, pacing, camera angles, transition effects, and special effects.	The student • provides samples of various media products, such as computer-generated graphics, two- or three-dimensional displays, and audio/video recordings for identification and classroom discussion. • presents examples of media production techniques for classroom analysis and evaluation.
Teacher Notes:	

MEDIA PRODUCTS

INTERMEDIATE

Standard 5: Communicators effectively use and create media products for a variety of audiences, purposes, occasions, and contexts.

Benchmark 2: The effective communicator creates single-media and multimedia products.

Intermediate Level Knowledge Base Indicators	Instructional Examples
<p>The student</p> <ol style="list-style-type: none">1. creates products that communicate a message.2. chooses appropriate media for content, purpose, audience, and occasion.	<p>The student</p> <ul style="list-style-type: none">• produces single and multimedia products, such as drug safety posters, audio book reports, three-dimensional displays, computer-generated graphics, tables, or graphs.• uses checklists, guiding questions or rubrics to make informed choices.
<p>Teacher Notes:</p>	

MEDIA PRODUCTS:

INTERMEDIATE

Standard 5: Communicators effectively use and create media products for a variety of audiences, purposes, occasions, and contexts.

Benchmark 3: The effective communicator uses appropriate content for purpose, audience, occasion, and context.

Intermediate Level Knowledge Base Indicators	Instructional Examples
<p>The student</p> <ol style="list-style-type: none">1. uses content consistent with the topic.2. uses content that enhances the topic.3. includes sufficient detail for the topic.4. gives credit for borrowed materials and follows copyright laws.5. identifies multiple ways to represent an idea.6. knows the definition of symbolism, such as analogies, metaphors, icon, music, and color.	<p>The student</p> <ul style="list-style-type: none">• creates a communication tool for a given topic or purpose, such as class newsletter, oral presentation, PowerPoint presentation, etc.• uses a rubric to evaluate media product content for consistency, enhancement, and sufficient details for the topic.• cites sources, such as print, audio, electronic, images, artwork, etc.• provides examples of concrete and abstract representations of the same idea, such as photographs, logos, symbols, keywords, artwork, slogans, sound effects, etc.
<p>Teacher Notes:</p>	

MEDIA PRODUCTS

PROFICIENT

Standard 5: Communicators effectively use and create media products for a variety of audiences, purposes, occasions, and contexts.

Benchmark 1: The effective communicator is knowledgeable about various methods that can be used to create aural and visual products.

Proficient Level Knowledge Base Indicators	Instructional Examples
<p>The student</p> <p>1. knows various methods to create media products, such as computer applications, video and audiotapes, recordings, live presentations, and props.</p>	<p>The student</p> <ul style="list-style-type: none">• finds or produces examples of various media products such as computer-generated graphics, two- or three-dimensional displays, and audio/video recordings.• identifies the symbolism in various media products.
<p>Teacher Notes:</p>	

MEDIA PRODUCTS

PROFICIENT

Standard 5: Communicators effectively use and create media products for a variety of audiences, purposes, occasions, and contexts.

Benchmark 2: The effective communicator creates single-media and multimedia products.

Proficient Level Knowledge Base Indicators	Instructional Examples
<p>The student</p> <ol style="list-style-type: none">1. creates products that communicate a message.2. creates products that support/enhance a message.3. chooses appropriate media for content, purpose, audience, occasion, and context.4. refines skills for creating multimedia presentations.	<p>The student</p> <ul style="list-style-type: none">• produces single and multimedia products, such as commercials for a school event.• participates in activities to support/enhance a given message, such as “Just Say No” with a new media product.• uses checklists, guiding questions, rubrics, etc. to enable students to make informed choices.• presents own multimedia products and provide constructive criticism.
<p>Teacher Notes:</p>	

MEDIA PRODUCTS

PROFICIENT

Standard 5: Communicators effectively use and create media products for a variety of audiences, purposes, occasions, and contexts.

Benchmark 3: The effective communicator uses appropriate content for purpose, audience, occasion, and context.

Proficient Level Knowledge Base Indicators	Instructional Examples
<p>The student</p> <ol style="list-style-type: none">1. uses content appropriate to the topic.2. expands or limits content as appropriate.3. adapts content for the purpose, audience, occasions, and context.4. uses multiple ways to represent an idea.5. gives credit for borrowed materials and follows copyright laws.6. identifies symbolism, such as analogies, metaphors, icon, music, and color.	<p>The student</p> <ul style="list-style-type: none">• selects a topic, such as racism to develop appropriate content for a given media product.• edits, revises, reworks and reproduces a product to expand, limit, or adapt content effectively.• uses concrete and abstract representations of the same idea, such as photographs, logos, symbols, keywords, artwork, slogans, or sound effects.• cites sources, such as print, audio, electronic, images, or artwork.
<p>Teacher Notes:</p>	

MEDIA PRODUCTS**ADVANCED**

Standard 5: Communicators effectively use and create media products for a variety of audiences, purposes, occasions, and contexts.

Benchmark 1: The effective communicator is knowledgeable about various methods that can be used to create aural and visual products.

Advanced Level Knowledge Base Indicators	Instructional Examples
<p>The student</p> <ol style="list-style-type: none">1. analyzes characteristics of various methods to create media.2. evaluates the effectiveness of method(s) used in the development of various media products.3. uses symbolism, such as icons, music, or color.	<p>The student</p> <ul style="list-style-type: none">• analyzes characteristics of media production, such as time, cost, expertise, and equipment.• compares/contrasts various methods of media creation and their effectiveness, through the use of graphic organizers, guided questions, or rubrics.• creates media products with symbolism.
<p>Teacher Notes:</p>	

MEDIA PRODUCTS

ADVANCED

Standard 5: Communicators effectively use and create media products for a variety of audiences, purposes, occasions, and contexts.

Benchmark 2: The effective communicator creates single-media and multimedia products.

Advanced Level Knowledge Base Indicators	Instructional Examples
<p>The student</p> <ol style="list-style-type: none">1. creates more than one product to support the message.2. chooses the most efficient media for content, purpose, audience, occasion, and context.	<p>The student</p> <ul style="list-style-type: none">• produces a print advertisement and a video advertisement to support a message.• uses checklists, guiding questions, or rubrics to enable students to make informed choices.
<p>Teacher Notes:</p>	

MEDIA PRODUCTS**ADVANCED**

Standard 5: Communicators effectively use and create media products for a variety of audiences, purposes, occasions, and contexts.

Benchmark 3: The effective communicator uses appropriate content for purpose, audience, occasion, and context.

Advanced Level Knowledge Base Indicators	Instructional Examples
<p>The student</p> <ol style="list-style-type: none">1. uses content appropriate to the topic.2. expands or limits content as appropriate.3. evaluates the effectiveness of a product for purpose, audience, occasion, and context.4. gives credit for borrowed materials and follows copyright laws.	<p>The student</p> <ul style="list-style-type: none">• chooses a topic, such as racism, for which students develop appropriate content for a given media product.• edits, revises, reworks, and reproduces in order to expand, limit, or adapt content.• determines the effectiveness of a media product.• cites sources, such as print, audio, electronic, images, and artwork.
<p>Teacher Notes:</p>	

**Listening, Viewing, Speaking
(LVS) Standards
Intended for Grades 6-12**

MEDIA LITERACY

BASIC

Standard 6: Journalistic communicators effectively use and/or create products for a variety of audiences, purposes, occasions, and contexts.

Benchmark 1: The student is knowledgeable about a variety of journalistic formats, such as print, online, video, radio.

Basic Level Knowledge Base Indicators	Instructional Examples
The student 1. recognizes different formats of journalism.	The student • brings to class a/an print, online, video, or audio recording format examples for sharing.
Teacher Notes:	

MEDIA LITERACY

INTERMEDIATE

Standard 6: Journalistic communicators effectively use and/or create products for a variety of audiences, purposes, occasions, and contexts.

Benchmark 1: The student is knowledgeable about a variety of journalistic formats, such as print, online, video, radio.

Intermediate Level Knowledge Base Indicators	Instructional Examples
The student 1. accesses different formats of journalism.	The student • brings in newspaper, magazine, TV, and/or online advertisements.
Teacher Notes:	

MEDIA LITERACY

PROFICIENT

Standard 6: Journalistic communicators effectively use and/or create products for a variety of audiences, purposes, occasions, and contexts.

Benchmark 1: The student is knowledgeable about a variety of journalistic formats, such as print, online, video, radio.

Proficient Level Knowledge Base Indicators	Instructional Examples
<p>The student</p> <p>1. accesses different sources to compare and contrast the purposes of the journalistic works.</p>	<p>The student</p> <ul style="list-style-type: none">• brings in editorials, commentaries, and <i>news stories</i> for comparison.• brings in a story that is covered in two different formats, such as newspaper and TV, and compares/contrasts them.• compares the same advertisement in two different formats, such as newspaper and TV.
<p>Teacher Notes:</p>	

MEDIA LITERACY

ADVANCED

Standard 6: Journalistic communicators effectively use and/or create products for a variety of audiences, purposes, occasions, and contexts.

Benchmark 1: The student is knowledgeable about a variety of journalistic formats, such as print, online, video, radio.

Advanced Level Knowledge Base Indicators	Instructional Examples
The student 1. determines the effectiveness of the journalistic format(s) used.	The student • uses a teacher provided rubric to give a critique of the format samples they bring to class.
Teacher Notes:	

MEDIA LITERACY

BASIC

Standard 6: Journalistic communicators effectively use and/or create products for a variety of audiences, purposes, occasions, and contexts.

Benchmark 2: The student applies journalistic principles in the development of a product(s).

Basic Level Knowledge Base Indicators	Instructional Examples
<p>The student</p> <ol style="list-style-type: none">1. creates a product with a beginning, middle, and end.2. knows the different <i>journalistic principles</i>.3. asks interview questions to gain information.4. knows the difference between fact and opinion.5. defines <i>plagiarism</i>.6. defines <i>libel</i> and <i>slander</i>.7. identifies the rights of a student/<i>free press</i> as guaranteed by the first amendment and courts.	<p>The student</p> <ul style="list-style-type: none">• develops a commercial for presentation.• lists and defines the journalistic principles.• interviews a classmate.• reads an editorial to pick out facts and opinions.• writes the definition of plagiarism, libel, and slander.• reads and discusses the 1st amendment and its impact on journalism.
<p>Teacher Notes:</p>	

MEDIA LITERACY

INTERMEDIATE

Standard 6: Journalistic communicators effectively use and/or create products for a variety of audiences, purposes, occasions, and contexts.

Benchmark 2: The student applies journalistic principles in the development of a product(s).

Intermediate Level Knowledge Base Indicators	Instructional Examples
<p>The student</p> <ol style="list-style-type: none">1. creates a product with a beginning, middle, and end.2. explains the different journalistic principles.3. develops journalistic questions for an interview(s).4. evaluates the quality of the source(s) of the fact and/or opinion.5. avoids plagiarism.6. avoids libelous and slanderous language.7. advocates the rights of the free press.	<p>The student</p> <ul style="list-style-type: none">• writes a movie/music/concert/play review.• identifies biased and nonbiased news stories.• writes interview questions that include name, likes, dislikes, background, and professional education.• uses a teacher provided rubric to evaluate a news broadcast• gives source credit.• writes an editorial/opinion column for publication.• researches and writes a news article about a court case dealing with freedom of the press.
<p>Teacher Notes:</p>	

MEDIA LITERACY

PROFICIENT

Standard 6: Journalistic communicators effectively use and/or create products for a variety of audiences, purposes, occasions, and contexts.

Benchmark 2: The student applies journalistic principles in the development of a product(s).

Proficient Level Knowledge Base Indicators	Instructional Examples
<p>The student</p> <ol style="list-style-type: none">1. works as a group to combine multiple ideas into a single product.2. recognizes the different journalistic principles.3. develops a finished product from the interview(s).4. uses appropriate fact(s) and/or opinion(s) to create a product.5. recognizes and/or applies plagiarism, slander, and free press.	<p>The student</p> <ul style="list-style-type: none">• works in groups to develop a page layout for the newspaper.• proofreads to make sure the stories adhere to the different principles.• writes an article based on interviews.• writes a class newsletter for use in class only.
<p>Teacher Notes:</p>	

MEDIA LITERACY

ADVANCED

Standard 6: Journalistic communicators effectively use and/or create products for a variety of audiences, purposes, occasions, and contexts.

Benchmark 2: The student applies journalistic principles in the development of a product(s).

Advanced Level Knowledge Base Indicators	Instructional Examples
<p>The student</p> <ol style="list-style-type: none">1. synthesizes multiple student products into a single group product.2. applies the different journalistic principles to the creation of a product.3. publishes a finished product based on the interview(s).4. publishes the product using <i>viabile fact(s)</i> and/or opinion(s).5. knows and recognizes the different types of propaganda.6. recognizes and/or applies plagiarism, slander, and free press.	<p>The student</p> <ul style="list-style-type: none">• creates a yearbook or “year in review” product (print or video).• evaluates a product.• evaluates TV commercials for propaganda and/or faulty reasoning.
<p>Teacher Notes:</p>	

MEDIA LITERACY

BASIC

Standard 6: Journalistic communicators effectively use and/or create products for a variety of audiences, purposes, occasions, and contexts.

Benchmark 3: The student analyzes and evaluates a journalistic product(s).

Basic Level Knowledge Base Indicators	Instructional Examples
<p>The student</p> <ol style="list-style-type: none">1. uses a teacher's rubric to evaluate a product.2. differentiates the purposes of a product, such as <i>news stories</i>, <i>feature stories</i>, or <i>editorials</i>.3. defines <i>bias</i>.4. identifies a variety of audiences.	<p>The student</p> <ul style="list-style-type: none">• identifies the different types of stories making up a newspaper.• differentiates between a news story, a feature, and an editorial.• writes the definition of bias.• lists the different types of audiences and explains characteristics of each.
<p>Teacher Notes:</p>	

MEDIA LITERACY

INTERMEDIATE

Standard 6: Journalistic communicators effectively use and/or create products for a variety of audiences, purposes, occasions, and contexts.

Benchmark 3: The student analyzes and evaluates a journalistic product(s).

Intermediate Level Knowledge Base Indicators	Instructional Examples
<p>The student</p> <ol style="list-style-type: none">1. knows the purpose of constructive criticism in the evaluation of a product.2. determines the specific purpose of a product.3. recognizes bias.4. identifies his/her possible audiences.	<p>The student</p> <ul style="list-style-type: none">• reads and discusses the criticism of a product.• identifies teacher provided articles as to type/purpose.• identifies the article(s) that is/are biased in teacher provided articles.• identifies the target audience in teacher provided commercials.*
<p>Teacher Notes: *Google search "AICP" (Association of Independent Commercial Producers) for DVD of award winning commercials.</p>	

MEDIA LITERACY

PROFICIENT

Standard 6: Journalistic communicators effectively use and/or create products for a variety of audiences, purposes, occasions, and contexts.

Benchmark 3: The student analyzes and evaluates a journalistic product(s).

Proficient Level Knowledge Base Indicators	Instructional Examples
<p>The student</p> <ol style="list-style-type: none">1. works as a group to produce their own rubric for product evaluation.2. analyzes and evaluates the quality of a journalistic product created by others.3. analyzes the use of bias in an editorial.4. analyzes their target audience.	<p>The student</p> <ul style="list-style-type: none">• under a teacher’s supervision, produce an evaluation rubric.• uses their rubric to analyze a product.• identifies the bias or slant in an editorial.• uses a rubric to choose and analyze an audience for a product.
<p>Teacher Notes:</p>	

MEDIA LITERACY

ADVANCED

Standard 6: Journalistic communicators effectively use and/or create products for a variety of audiences, purposes, occasions, and contexts.

Benchmark 3: The student analyzes and evaluates a journalistic product(s).

Advanced Level Knowledge Base Indicators	Instructional Examples
<p>The student</p> <ol style="list-style-type: none">1. analyzes and evaluates the quality of own journalistic product.2. analyzes and evaluates the quality of a journalistic product created by others.3. analyzes and evaluates the amount and effective use of bias and/or propaganda in own product.4. analyzes the anticipated reaction of the product on the target audience.	<p>The student</p> <ul style="list-style-type: none">• discusses in class, the strengths and weaknesses of their product.• evaluates other student created product*.• lists the reaction they want from the target audience.• evaluates a product as to who they think the target audience is then, compares their analysis with the actual target audience.
<p>Teacher Notes: * A created product could be a commercial, editorial, movie, or music video.</p>	

FORENSICS**BASIC**

Standard 7: The oral communicator will perform effectively in a variety of situations.

Benchmark 1: The student knows the different components of nonverbal communication.

Basic Level Knowledge Base Indicators	Instructional Examples
<p>The student</p> <ol style="list-style-type: none">1. defines <i>tone</i>.2. defines eye contact.3. defines <i>feedback</i>4. defines gestures.5. defines <i>pitch</i>.6. defines <i>rate</i>.7. defines volume.8. defines posture.9. defines poise.10. defines appropriate appearance.11. defines <i>non-word sounds</i>.12. defines <i>body movement</i>.	<p>The student</p> <ul style="list-style-type: none">• writes and/or explains the <i>nonverbal communication</i> basic indicator terms.
<p>Teacher Notes:</p>	

FORENSICS

INTERMEDIATE

Standard 7: The oral communicator will perform effectively in a variety of situations.

Benchmark 1: The student knows the different components of nonverbal communication.

Intermediate Level Knowledge Base Indicators	Instructional Examples
<p>The student</p> <ol style="list-style-type: none"> 1. uses and understands appropriate tone in an oral presentation. 2. has eye contact with their audience. 3. recognizes audience feedback. 4. uses some gestures 5. identifies their <i>natural pitch</i>. 6. uses a normal rate of delivery. 7. uses proper volume. 8. demonstrates correct posture. 9. uses proper poise for the situation. 10. demonstrates appropriate appearance. 11. uses only appropriate non-word sounds. 12. uses appropriate body movement. 	<p>The student</p> <ul style="list-style-type: none"> • demonstrates appropriate nonverbal communication based on teacher prompts. • reads to the audience and makes eye contact while reading. • role plays how to react in a given situation. • wears to class appropriate clothing for a given communications assignment (dress for success). • becomes aware of non-word sounds they use and the need to eliminate their use.
<p>Teacher Notes: *Change the meaning of a verbal message by changing only rate, pitch, tone and/or volume. **i.e., “um”, “okay”, “uh”, “like”, “you know”.</p>	

FORENSICS

PROFICIENT

Standard 7: The oral communicator will perform effectively in a variety of situations.

Benchmark 1: The student knows the different components of nonverbal communication.

Proficient Level Knowledge Base Indicators	Instructional Examples
<p>The student</p> <ol style="list-style-type: none"> 1. uses tone effectively. 2. uses eye contact to draw audience into the presentation. 3. reads audience feedback. 4. uses gestures to further enhance the message. 5. uses variations of their natural pitch effectively. 6. varies rate to gain desired effect. 7. adjusts volume to fit the <i>performance space</i> and to gain the desired effect. 8. varies posture to gain the desired effect. 9. uses body movement effectively. 	<p>The student</p> <ul style="list-style-type: none"> • demonstrates effective use of tone in a presentation. • makes eye contact with the audience 40 percent or more during a presentation. • gives a presentation using gestures effectively. • gives a presentation in a non-<i>monotone</i> voice. • gives a presentation varying the rate. • gives the same presentation in more than one performance space. • <i>mimes</i> a message.
<p>Teacher Notes:</p>	

FORENSICS**ADVANCED**

Standard 7: The oral communicator will perform effectively in a variety of situations.

Benchmark 1: The student knows the different components of nonverbal communication.

Advanced Level Knowledge Base Indicators	Instructional Examples
<p>The student</p> <ol style="list-style-type: none">1. analyzes the use of tone in an oral performance.2. analyzes the use of eye contact in an oral performance.3. adapts to audience feedback.4. analyzes the use of gestures in an oral performance.	<p>The student</p> <ul style="list-style-type: none">• watches a speech and explains the speaker's use of tone, eye contact, and gestures.
<p>Teacher Notes:</p>	

FORENSICS

BASIC

Standard 7: The oral communicator will perform effectively in a variety of situations.

Benchmark 2: The student knows the different components of verbal communication.

Basic Level Knowledge Base Indicators	Instructional Examples
<p>The student</p> <ol style="list-style-type: none"> 1. defines different <i>types of speeches</i>. 2. defines <i>word choice</i>. 3. defines organizational patterns. 4. defines transitions. 5. defines introduction. 6. defines body. 7. defines conclusion. 8. defines supporting details. 9. defines visual aids. 10. defines <i>verbal pauses/fillers</i>. 11. defines the types of <i>verbal communication</i>. 12. defines audience analysis. 13. defines how to select and narrow topic. 14. defines noise. 15. defines verbal inflection. 16. defines <i>stage fright</i>. 17. defines the use of time. 18. defines propaganda and faulty reasoning. 	<p>The student</p> <ul style="list-style-type: none"> • writes and/or explains verbal communication basic indicator terms.
<p>Teacher Notes:</p>	

FORENSICS

INTERMEDIATE

Standard 7: The oral communicator will perform effectively in a variety of situations.

Benchmark 2: The student knows the different components of verbal communication.

Intermediate Level Knowledge Base Indicators	Instructional Examples
<p>The student</p> <ol style="list-style-type: none"> 1. identifies correct word choice. 2. identifies the different organizational patterns. 3. identifies the use of transitions. 4. identifies the components of an introduction. 5. identifies the components of the body of an oral presentation. 6. identifies the components of the conclusion of an oral presentation. 7. chooses a variety of supporting details. 8. chooses and creates visual aids. 9. avoids verbal pauses/fillers. 10. writes an appropriate audience analysis rubric. 11. selects and narrows a topic. 12. adjusts their oral presentation to compensate for noise. 13. uses verbal inflection appropriately in an oral presentation. 14. recognizes stage fright is composed of over and under confidence. 15. recognizes stage fright is composed of over and under confidence. 16. recognizes propaganda and faulty reasoning. 	<p>The student</p> <ul style="list-style-type: none"> • analyzes a written speech for word choice. • tells which type of organizational pattern is used in a given speech. • explains why a speaker uses a specific transition. • explains the parts of a written introduction, body, and conclusion. • chooses at least three different types of supporting details. • creates and uses visual aids (PowerPoint, poster, writing on the board, flip chart). • presents the rubric to the class for evaluation. • uses a graphic organizer to demonstrate narrowing of a topic. • demonstrates inflection.
<p>Teacher Notes:</p>	

FORENSICS

PROFICIENT

Standard 7: The oral communicator will perform effectively in a variety of situations.

Benchmark 2: The student knows the different components of verbal communication.

Proficient Level Knowledge Base Indicators	Instructional Examples
<p>The student</p> <ol style="list-style-type: none"> 1. writes different types of speeches. 2. uses effective word choice. 3. chooses the most effective organizational pattern. 4. chooses proper transitions. 5. composes an appropriate introduction. 6. identifies the components of the body of an oral presentation. 7. identifies the components of the conclusion of an oral presentation. 8. chooses appropriate supporting details. 9. effectively uses visual aids in the presentation. 10. effectively administers an audience analysis rubric. 11. uses verbal inflection appropriately in an oral presentation. 12. uses stage fright effectively to enhance an oral presentation. 13. is selective in the use of propaganda and faulty reasoning. 	<p>The student</p> <ul style="list-style-type: none"> • delivers a speech using appropriate word choice. • writes an outline using the appropriate organizational pattern for a speech. • writes a speech identifying the transitions. • writes a speech with an introduction, body, and conclusion. • uses at least three different types of <i>supporting details</i>. • uses visual aids effectively. • compiles information gathered from the audience analysis rubric. • demonstrates increased <i>vocal variation, facial expression, and/or gesturing</i> in an oral presentation.
<p>Teacher Notes:</p>	

FORENSICS

ADVANCED

Standard 7: The oral communicator will perform effectively in a variety of situations.

Benchmark 2: The student knows the different components of verbal communication.

Advanced Level Knowledge Base Indicators	Instructional Examples
<p>The student</p> <ol style="list-style-type: none">1. delivers a speech effectively dependant on its type.2. analyzes word choice.3. analyzes the use of different organizational patterns.4. analyzes the use of transitions.5. analyzes the effectiveness of introductions.6. analyzes the effectiveness of the body of an oral presentation.7. analyzes the effectiveness of the conclusion of an oral presentation.8. analyzes the impact of the supporting details on the oral presentation.9. analyzes the impact of the visual aids on the oral presentation.10. analyzes and uses an audience analysis rubric to make the oral presentation appropriate for the audience.11. effectively uses propaganda and faulty reasoning to reach the desired effect.	<p>The student</p> <ul style="list-style-type: none">• evaluates a <i>formal</i> speech presentation using a teacher supplied <i>rubric</i> containing all components of verbal communication.
<p>Teacher Notes:</p>	

FORENSICS

BASIC

Standard 7: The oral communicator will perform effectively in a variety of situations.

Benchmark 3: The student knows the different components of interpersonal and intrapersonal communication.

Basic Level Knowledge Base Indicators	Instructional Examples
<p>The student</p> <ol style="list-style-type: none"> 1. defines <i>interpersonal communication</i>. 2. defines the different types of interpersonal communication, such as group, public, one-to-one, mass, and electronic. 3. defines the different roles in interpersonal communication. 4. defines <i>intrapersonal communication</i>. 5. defines perception. 6. defines self-concept. 7. defines and is aware of the effects of <i>psychological, physical, and semantic noise</i>. 8. defines appropriate social skill(s) in interpersonal communication. 	<p>The student</p> <ul style="list-style-type: none"> • writes the definition for the different components of interpersonal and intrapersonal communication.
<p>Teacher Notes:</p>	

FORENSICS

INTERMEDIATE

Standard 7: The oral communicator will perform effectively in a variety of situations.

Benchmark 3: The student knows the different components of interpersonal and intrapersonal communication.

Intermediate Level Knowledge Base Indicators	Instructional Examples
<p>The student</p> <ol style="list-style-type: none"> 1. identifies the different types of interpersonal communication: group, public, one-to-one, mass, and electronic. 2. determines the impact of perception and self-concept on intrapersonal communication. 3. identifies the different roles people assume in a group. 4. identifies the impact of <i>psychological noise</i> on interpersonal and intrapersonal communication. 5. identifies the impact of <i>physical noise</i> on interpersonal and intrapersonal communication.* 6. identifies when they are not using appropriate social skills. 	<p>The student</p> <ul style="list-style-type: none"> • makes a collage for each type of interpersonal communication. • watches a video about bullying and talks about the impact it has on a person. • participates in a <i>group discussion</i> and writes down the student's name that fills each role. • reflects on what he/she was thinking during a presentation.
<p>Teacher Notes: * Note that interpersonal and intrapersonal are two separate terms.</p>	

FORENSICS

PROFICIENT

Standard 7: The oral communicator will perform effectively in a variety of situations.

Benchmark 3: The student knows the different components of interpersonal and intrapersonal communication.

Proficient Level Knowledge Base Indicators	Instructional Examples
<p>The student</p> <ol style="list-style-type: none">1. participates in the different types of interpersonal communication.2. uses perception and self-concept to enhance interpersonal communication.3. fills a role in a group.4. compensates/overcomes the negative impact of psychological noise on interpersonal and intrapersonal communication.*5. compensates/overcomes the negative impact of physical noise on interpersonal and intrapersonal communication.*6. uses appropriate social skills.	<p>The student</p> <ul style="list-style-type: none">• participates in a telephone conversation.• draws from personal experience to communicate an idea.• plays different group roles in a group discussion. • relates how he/she is going to remain focused during a presentation.
<p>Teacher Notes: * Note that interpersonal and intrapersonal are two separate terms.</p>	

FORENSICS**ADVANCED**

Standard 7: The oral communicator will perform effectively in a variety of situations.

Benchmark 3: The student knows the different components of interpersonal and intrapersonal communication.

Advanced Level Knowledge Base Indicators	Instructional Examples
<p>The student</p> <ol style="list-style-type: none">1. incorporates the appropriate types of interpersonal communication skills into a variety of situations.2. fills various roles in a group based on its dynamics.3. uses psychological noise positively in interpersonal communication.4. uses physical noise positively in interpersonal communication.	<p>The student</p> <ul style="list-style-type: none">• gives a formal oral presentation.• participates in a group discussion filling needed roles.• tells what psychological noise they are experiencing and how that could benefit them.
<p>Teacher Notes:</p>	

FORENSICS

BASIC

Standard 7: The oral communicator will perform effectively in a variety of situations.

Benchmark 4: The student knows the different components of competitive speech.

Basic Level Knowledge Base Indicators	Instructional Examples
<p>The student</p> <ol style="list-style-type: none"> 1. lists and defines the different state and/or <i>national events</i>.* 2. defines appropriate dress. 3. defines appropriate tournament etiquette. 4. defines the purpose of the critique. 5. defines constructive criticism. 6. defines various tournament structures. 7. defines quality performance literature. 8. defines the steps in <i>cutting</i> material for performance. 9. defines the components of an introduction for interpretation and acting events. 10. defines methods for developing a character. 11. defines the parts of an improvised duet acting scene. 12. defines the four types of delivery which include impromptu, extemporaneous, <i>manuscript</i>, memorized. 	<p>The student</p> <ul style="list-style-type: none"> • writes the definition for the different components of <i>competitive speech</i>. • makes a collage of pictures showing appropriate attire. • role plays a situation showing proper or improper etiquette.
<p>Teacher Notes: * For national events see www.ncfl.org and www.nflonline.org For Kansas events see Kansas State High School Activities Association (KSHSAA) speech and drama rules manual or contact KSHSAA in Topeka, Kansas. www.kshsaa.org</p>	

FORENSICS

INTERMEDIATE

Standard 7: The oral communicator will perform effectively in a variety of situations.

Benchmark 4: The student knows the different components of competitive speech.

Intermediate Level Knowledge Base Indicators	Instructional Examples
<p>The student</p> <ol style="list-style-type: none"> 1. accurately interprets the state and/or national rules for the different events. 2. identifies inappropriate dress. 3. identifies inappropriate etiquette. 4. identifies the critique. 5. understands constructive criticism. 6. functions within the various tournament structures.* 7. differentiates between quality and nonquality material. 8. differentiates between quality and nonquality editing. 9. recognizes a quality introduction. 10. understands the differences among characters. 11. recognizes the parts of an improvised duet acting scene. 12. identifies the four types of delivery, which include impromptu, extemporaneous, <i>manuscript</i>, memorized. 	<p>The student</p> <ul style="list-style-type: none"> • writes the key parts of the rules for each event. • chooses pictures of appropriately dressed people from teacher supplied pictures. • writes a list of inappropriate etiquette. • appropriately explains their interpretation of the judge’s comments on the ballot.** • explains and/or attends some tournaments having different structures.
<p>Teacher Notes:</p> <p>* There are basically two different types of tournament structures:</p> <ol style="list-style-type: none"> 1. Cut throat – Three preset preliminary rounds and a final round consisting of the top six contestants in each event from the preliminary rounds with final placing determined by how they do in the final round. 2. Cumulative - Three preset preliminary rounds and a final round consisting of the top six contestants in each event from the preliminary rounds with final placing determined by a cumulative score from the preliminary and the final round(s). <p>** Competitive speech students are ranked and rated by judges. (See rank and rate in the glossary.)</p>	

FORENSICS

PROFICIENT

Standard 7: The oral communicator will perform effectively in a variety of situations.

Benchmark 4: The student knows the different components of competitive speech.

Proficient Level Knowledge Base Indicators	Instructional Examples
<p>The student</p> <ol style="list-style-type: none"> 1. identifies when state and/or national rules are not followed.* 2. dresses appropriately. 3. uses appropriate tournament etiquette. 4. adapts to the critique. 5. accepts constructive criticism. 6. finds quality material. 7. makes initial <i>cuts</i>. 8. writes a quality introduction. 9. portrays different characters. 10. uses the parts of an improvised duet acting scene to create a coherent performance. 	<p>The student</p> <ul style="list-style-type: none"> • evaluates classmates/their own performance using a teacher provided rubric. • performs in class wearing appropriate tournament attire. • participates in a <i>mock tournament</i>. • observes classmates in final rounds and evaluates the performance.
<p>Teacher Notes: * For national events see www.ncfl.org and www.nflonline.org. For Kansas events see Kansas State High School Activities Association (KSHSAA) speech and drama rules manual or contact KSHSAA in Topeka, Kansas.</p>	

FORENSICS

ADVANCED

Standard 7: The oral communicator will perform effectively in a variety of situations.

Benchmark 4: The student knows the different components of competitive speech.

Advanced Level Knowledge Base Indicators	Instructional Examples
<p>The student</p> <ol style="list-style-type: none">1. accepts the consequences of following or not following the state and/or national rules.2. accepts comments from the written critique about inappropriate dress.3. accepts the consequences for not using appropriate etiquette.4. uses constructive criticism to improve his/her performance.5. modifies material to make a quality performance <i>cutting</i>.6. adapts characters to meet the critique's input, if appropriate.7. adapts to the critique's input for his/her next performance, if appropriate.	<p>The student</p> <ul style="list-style-type: none">• does not blame the judge for comments on the ballots.• corrects their performance based on the valid criticism as pointed out by the judge and teacher.
<p>Teacher Notes:</p>	

FORENSICS

BASIC

Standard 7: The oral communicator will perform effectively in a variety of situations.

Benchmark 5: The student knows the different components of competitive policy debate.

Basic Level Knowledge Base Indicators	Instructional Examples
<p>The student</p> <ol style="list-style-type: none"> 1. defines competitive policy debate. 2. defines appropriate dress. 3. defines appropriate etiquette. 4. defines the purpose of the critique. 5. defines constructive criticism. 6. defines various tournaments structures. 7. recites the <i>policy debate resolution</i>. 8. defines the structure of a policy debate round. 9. defines the stock issues of policy debate. 10. defines other terms used in policy debate.* 11. defines <i>negative positions</i> in policy debate. 12. defines the different <i>affirmative case structures</i> in policy debate.** 13. defines steps of note taking (<i>flowing</i>). 14. defines cross-examination. 	<p>The student</p> <ul style="list-style-type: none"> • writes and/or explains policy debate basic indicator terms.
<p>Teacher Notes:</p> <p>* For a comprehensive list of policy debate terms, consult most debate textbooks. For example: <u>Strategic Debate</u> by Roy V. Wood and Lynn Goodnight, <u>Mastering Competitive Debate</u> by Dana Hensley and Diana Carlin, or <u>NTC’s Dictionary of DEBATE</u> by Jim Hanson.</p> <p>**There are three debate tournament structures:</p> <ol style="list-style-type: none"> 1. Five round preset: This is a one-day tournament where each team (a team is two students, a school may enter more than one team in a tournament) debates five other teams and all debate matches are determined before the tournament begins. The teams will alternate between affirmative and negative sides of the topic. After all debates are complete, final placement is determined by the overall win/loss record. Ties are broken by cumulative <i>speaker points</i> and if still tied, then competition win/loss record is tallied to determine the winner. 2. Two round preset/<u>delayed power</u>: This is a one- or two-day tournament where each team debates five or more other teams. The teams will alternate between affirmative and negative sides of the topic. The matches are preset for the first two rounds. The third round matches are based on the win/loss record of each team after the first round with a 1 win 0 losses (1-0) teams meeting 1-0 teams. The fourth round matches are based on the win/loss record of each team after the first and second rounds. The fifth round matches are based on the win/loss record of each team after the first, second, and third rounds. The 	

sixth round, if applicable, matches are based on the win/loss record of each team after the first, second, third, and fourth rounds. There are generally elimination rounds that follow the last power matched round if the tournament is a two-day tournament. Qualification for elimination rounds is determined by the overall win/loss record. Ties are broken by cumulative speaker points and then competition win/loss record. Most often elimination rounds consist of the top eight teams with the top team meeting the eighth place team, etc.

3. One round preset/direct power: This is a one- or two-day tournament where each team debates five or more other teams. The teams will alternate between affirmative and negative sides of the topic. If it is a six-round tournament, each team will debate three times on each side of the topic. The matches are preset for the first round. The second round matches are based on the win/loss record of each team after the first round with a 1 win 0 losses (1-0) teams meeting 1-0 teams. All subsequent matches are set based on the record of the teams after the preceding round. For example, round six matches are determined by the records of the teams after five rounds. There are generally elimination rounds that follow the last power matched round if the tournament is a two-day tournament. Qualification for elimination rounds is determined by the overall win/loss record. Ties are broken by cumulative speaker points and then competition win/loss record. Most often elimination rounds consist of the top eight teams with the top team meeting the eighth place team, etc.

FORENSICS

INTERMEDIATE

Standard 7: The oral communicator will perform effectively in a variety of situations.

Benchmark 5: The student knows the different components of competitive policy debate.

Intermediate Level Knowledge Base Indicators	Instructional Examples
<p>The student</p> <ol style="list-style-type: none"> 1. identifies inappropriate dress. 2. identifies inappropriate etiquette. 3. identifies the critique. 4. understands constructive criticism. 5. functions within the various tournament structures. 6. identifies and defines the different parts of the policy debate resolution. 7. debates within the structure of a policy debate round. 8. debates the stock issues throughout a policy debate. 9. structures a negative position in a policy debate. 10. structures an affirmative case in policy debate. 11. flows a round of policy debate. 12. asks and answers basic cross-examination questions. 	<p>The student</p> <ul style="list-style-type: none"> • chooses pictures of appropriately-dressed people from teacher supplied pictures. • writes a list of inappropriate etiquette. • explains their interpretation of the judge’s comments on the ballot. • explains and/or attends some tournaments having different structures. • lists the appropriate parts, and writes the key terms for policy debate, using the current resolution,.* • participates in practice rounds. • writes blocks for key terms in the resolution and briefs** for affirmative and negative positions. • answers cross-examination questions asked by the class about his/her first affirmative.
<p>Teacher Notes: *Terms for policy debate may include but are not limited to: agent of action, statement of the problem area, receiver of the action, counter-plan, topicality, harms, shell, et al. For a comprehensive list of policy debate terms, consult most debate textbooks. For example: <u>Strategic Debate</u> by Roy V. Wood and Lynn Goodnight, <u>Mastering Competitive Debate</u> by Dana Hensley and Diana Carlin, or <u>NTC’s Dictionary of DEBATE</u> by Jim Hanson. **A brief is a sheet of paper with arguments on one issue.</p>	

FORENSICS

PROFICIENT

Standard 7: The oral communicator will perform effectively in a variety of situations.

Benchmark 5: The student knows the different components of competitive policy debate.

Proficient Level Knowledge Base Indicators	Instructional Examples
<p>The student</p> <ol style="list-style-type: none">1. dresses appropriately.2. uses appropriate etiquette.3. adapts to the critique.4. accepts constructive criticism.5. identifies differing interpretations of the policy debate resolution.6. debates within the structure of a policy debate round effectively.7. debates the stock issues effectively throughout.8. structures an effective negative position in a policy debate.9. structures an effective affirmative case in policy debate.10. flows a round of policy debate accurately.11. structures cross-examination questions that make the affirmative or negative team take a definite position.	<p>The student</p> <ul style="list-style-type: none">• performs in class wearing tournament attire.• participates in a mock tournament and evaluates classmates' performance using a student designed rubric.• observes classmates in elimination rounds and evaluates the debate.• participates in a mock or real tournament using effective cross-examination questioning techniques.
<p>Teacher Notes:</p>	

FORENSICS

ADVANCED

Standard 7: The oral communicator will perform effectively in a variety of situations.

Benchmark 5: The student knows the different components of competitive policy debate.

Advanced Level Knowledge Base Indicators	Instructional Examples
<p>The student</p> <ol style="list-style-type: none">1. accepts comments from the written critique about inappropriate dress.2. accepts the consequences for not using appropriate etiquette.3. uses constructive criticism to improve their performance.4. debates, throughout the round, the differing interpretations of the policy debate resolution.5. structures various effective negative positions in a policy debate.6. adapts the affirmative case to various negative positions in a policy debate.	<p>The student</p> <ul style="list-style-type: none">• does not blame the judge for comments on the ballots.• corrects their performance based on the valid criticism as pointed out by the judge and teacher.• prepares and prepares for differing negative attacks.
<p>Teacher Notes:</p>	

FORENSICS

BASIC

Standard 7: The oral communicator will perform effectively in a variety of situations.

Benchmark 6: The student knows the different components of competitive Lincoln/Douglas debate.

Basic Level Knowledge Base Indicators	Instructional Examples
<p>The student</p> <ol style="list-style-type: none">1. defines the differences between <i>value debate</i> and policy debate.2. defines the difference between a <i>value proposition</i> and a policy resolution.3. defines the <i>key value terms</i> in a Lincoln/Douglas debate.4. defines the structure of a value debate round.5. defines the fundamental parts of a Lincoln/Douglas <i>affirmative or negative case</i>.6. defines <i>philosophy</i>.	<p>The student</p> <ul style="list-style-type: none">• writes and/or explains Lincoln/Douglas debate basic indicator terms.
<p>Teacher Notes:</p>	

FORENSICS

INTERMEDIATE

Standard 7: The oral communicator will perform effectively in a variety of situations.

Benchmark 6: The student knows the different components of competitive Lincoln/Douglas debate.

Intermediate Level Knowledge Base Indicators	Instructional Examples
<p>The student</p> <ol style="list-style-type: none"> 1. distinguishes the differences between value and policy debate. 2. distinguishes the difference between a value proposition and a policy resolution. 3. recognizes the use of key value terms. 4. debates within the structure of a value debate round. 5. recognizes the fundamental parts of an Lincoln/Douglas affirmative or negative case. 6. defines different <i>classic philosophic positions</i>. 	<p>The student</p> <ul style="list-style-type: none"> • observes a debate and identifies it as either value or policy. • draws a resolution out of many and tell its type. • takes notes over key terms used in a debate. • participates in a practice debate. • writes a summary of the different classic philosophic positions.
<p>Teacher Notes:</p>	

FORENSICS

PROFICIENT

Standard 7: The oral communicator will perform effectively in a variety of situations.

Benchmark 6: The student knows the different components of competitive Lincoln/Douglas debate.

Proficient Level Knowledge Base Indicators	Instructional Examples
<p>The student</p> <ol style="list-style-type: none">1. explains the differences between value and policy debate.2. identifies differing interpretations of the value debate proposition.3. uses the key value terms in a debate round.4. debates within the structure of a value debate round effectively.5. uses the fundamental parts of an Lincoln/Douglas affirmative or negative case.6. recognizes the different classic philosophic positions when they are heard.	<p>The student</p> <ul style="list-style-type: none">• mentors novice debaters.• participates in actual debate tournaments.
<p>Teacher Notes:</p>	

FORENSICS

ADVANCED

Standard 7: The oral communicator will perform effectively in a variety of situations.

Benchmark 6: The student knows the different components of competitive Lincoln/Douglas debate.

Advanced Level Knowledge Base Indicators	Instructional Examples
<p>The student</p> <ol style="list-style-type: none">1. validates a debate as either value or policy debate.2. uses effectively the key value terms in a debate round.3. effectively argues the fundamental parts of an Lincoln/Douglas affirmative or negative case.4. effectively debates the different classic philosophic positions.	<p>The student</p> <ul style="list-style-type: none">• successfully participates in actual debate tournaments.
<p>Teacher Notes:</p>	

Scope and Sequence

Intended for Grades K-12

Scope and Sequence

Listening			
Standard 1: Learners will participate effectively as listeners in formal and informal groups.			
Benchmark 1: The effective listener is attentive.			
<p>Basic Indicators: The students:</p> <ol style="list-style-type: none"> 1. focus attention on the speaker and/or message when given a readiness cue. 2. maintain developmentally appropriate focus for a given period of time. 3. recover from interruptions and refocus attentive behavior to accommodate the listening situation. 	<p>Intermediate Indicators: The students:</p> <ol style="list-style-type: none"> 1. focus attention on the speaker and/or message. 2. sustain focus throughout an activity. 3. independently adapt attentive behavior to accommodate the listening situation. 4. refocus quickly after an interruption. 5. seek optimum listening situations. 	<p>Proficient Indicators: The students:</p> <ol style="list-style-type: none"> 1. responsibly focus attention on a speaker and/or message, such as eye-to-eye contact or responsive facial expressions. 2. use personal strategies to maintain focus. 3. vary approaches to listening depending upon purpose, setting, and content. 	<p>Advanced Indicators: The students:</p> <ol style="list-style-type: none"> 1. accept responsibility for active listening. 2. use personal strategies to maintain focus. 3. manage internal and external distractions.

Scope and Sequence

Listening

Standard 1: Learners will participate effectively as listeners in formal and informal groups.

Benchmark 2: The effective listener identifies and/or recognizes verbal and nonverbal cues accurately.

Basic Indicators:	Intermediate Indicators:	Proficient Indicators:	Advanced Indicators:
<p>The students:</p> <ol style="list-style-type: none"> 1. associate appropriate meaning with familiar verbal and nonverbal cues such as classroom routine or peer interaction. 2. begin using context to determine meaning of verbal and nonverbal cues, such as developmentally appropriate audience etiquette. 	<p>The students:</p> <ol style="list-style-type: none"> 1. associate appropriate meaning with specific verbal and nonverbal cues. 2. use context to determine meaning of unfamiliar verbal and nonverbal cues. 3. recognize that verbal and nonverbal cues work together. 4. apply appropriate verbal and nonverbal cues during programs or assemblies. 	<p>The students:</p> <ol style="list-style-type: none"> 1. associate appropriate meaning with subtle or complex verbal and nonverbal cues, such as stereotyped movements, jargon, use of space, and appropriate touch. 2. relate the verbal and nonverbal cues to prior knowledge and experience. 3. recognize how verbal and nonverbal cues work together. 	<p>The students:</p> <ol style="list-style-type: none"> 1. understand the effects of ambiguous verbal and nonverbal cues. 2. relate verbal and nonverbal cues to prior knowledge and experience. 3. recognize the effects of conflicting verbal and nonverbal cues. 4. distinguish between denotative and connotative meanings.

Scope and Sequence

Listening

Standard 1: Learners will participate effectively as listeners in formal and informal groups.

Benchmark 3: The student understands the message.

<p>Basic Indicators: The students:</p> <ol style="list-style-type: none"> 1. follow simple directions (one or two steps) that are intended to be carried out immediately. 2. answer single-idea questions related to the message. 3. retell the message in sequence with three to five details/events. 4. signal general understanding or nonunderstanding using appropriate verbal and nonverbal responses. 	<p>Intermediate Indicators: The students:</p> <ol style="list-style-type: none"> 1. follow multiple-step directions (three or more). 2. answer multiple-idea questions related to the message. 3. retell the message in sequence with details. 4. question for clarification. 	<p>Proficient Indicators: The students:</p> <ol style="list-style-type: none"> 1. follow instructions that require action over an extended period of time. 2. offer appropriate and effective feedback to a speaker. 3. identify and summarize main ideas of an oral message. 4. accurately paraphrase an oral message. 5. enhance understanding through appropriate use of supplemental aids, such as maps, word lists, or texts. 	<p>Advanced Indicators: The students:</p> <ol style="list-style-type: none"> 1. offer appropriate and effective feedback. 2. accurately explain an oral message. 3. enhance understanding through appropriate use of supplemental aids, such as maps, word lists, or texts.
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Scope and Sequence

Listening

Standard 1: Learners will participate effectively as listeners in formal and informal groups.

Benchmark 4: The student remembers and applies content of the message.

Basic Indicators:	Intermediate Indicators:	Proficient Indicators:	Advanced Indicators:
<p>The students:</p> <ol style="list-style-type: none"> 1. remember the message to complete a simple task. 2. apply knowledge in a similar context. 3. recall significant details. 4. identify common organizational patterns. 	<p>The students:</p> <ol style="list-style-type: none"> 1. remember the message to complete a task. 2. apply knowledge in a new context. 3. remember significant details of the message. 4. use common organizational patterns to remember the message. 	<p>The students:</p> <ol style="list-style-type: none"> 1. remember the message to complete an extended task. 2. apply knowledge from multiple listening contexts and use it in a new context. 3. remember significant details of the message. 4. use organizational patterns to retell the message. 	<p>The students:</p> <ol style="list-style-type: none"> 1. remember the message to complete complex tasks. 2. apply knowledge from multiple listening contexts and use it in a new context. 3. use appropriate strategies to remember. 4. use organizational patterns to explain the message. 5. relate speaker's ideas and information to students' lives.

Scope and Sequence

Listening

Standard 1: Learners will participate effectively as listeners in formal and informal groups.

Benchmark 5: The student analyzes and/or evaluates the message.

Basic Indicators:	Intermediate Indicators:	Proficient Indicators:	Advanced Indicators:
<p>The students:</p> <ol style="list-style-type: none"> 1. predict outcomes. 2. draw appropriate conclusions. 3. use external criteria to determine fact from fiction. 4. recognize exaggeration and distortion. 5. express personal evaluation of messages, such as likes or dislikes. 	<p>The students:</p> <ol style="list-style-type: none"> 1. predict various outcomes. 2. draw appropriate conclusions with supporting details. 3. begin to develop internal criteria to determine fact from fiction. 4. describe exaggeration and distortion and their effects. 5. receive criticism and compliments appropriately. 6. identify the purpose of the message. 7. provide appropriate feedback to the message, such as agreement or disagreement. 	<p>The students:</p> <ol style="list-style-type: none"> 1. distinguish between supported and unsupported statements. 2. identify and interpret multiple messages and purposes intended by the speaker. 3. distinguish between fact and opinion. 4. recognize motives of persuasive appeals. 5. recognize the strategies used in persuasive appeals to follow the speaker's reasoning. 6. support personal evaluation of messages. 7. accept appropriate criticism, disagreement, suggestions, and compliments. 	<p>The students:</p> <ol style="list-style-type: none"> 1. distinguish between relevant and irrelevant material. 2. identify and interpret multiple messages and the purposes intended by the speaker. 3. distinguish between fact and opinion. 4. assess validity of ideas, arguments, or hypotheses. 5. recognize and control own emotional responses to material. 6. support personal evaluation of message. 7. accept appropriate criticism, disagreement, suggestions, and compliments.

Scope and Sequence

Listening

Standard 1: Learners will participate effectively as listeners in formal and informal groups.

Benchmark 6: The student participates appropriately in groups.

<p>Basic Indicators: The students:</p> <ol style="list-style-type: none"> 1. pay attention when others are speaking. 2. avoid distracting others. 3. give verbal and nonverbal responses that indicate attention. 	<p>Intermediate Indicators: The students:</p> <ol style="list-style-type: none"> 1. maintain attention when others are speaking. 2. avoid distracting or interrupting others. 3. give verbal and nonverbal responses that indicate attention to the topic of discussion, such as asking relevant questions. 4. repeat/summarize comments made by others. 5. recognize the existence of differing viewpoints of others. 6. successfully fulfills assigned roles while participating in a group. 	<p>Proficient Indicators: The students:</p> <ol style="list-style-type: none"> 1. pay attention when others are speaking. 2. avoid distracting or interrupting others. 3. maintain facial expressions, posture, and gestures that signal interest and respect for the speaker. 4. accurately summarize others' points of view, including those that conflict with their own. 5. ask questions for clarification. 	<p>Advanced Indicators: The students:</p> <ol style="list-style-type: none"> 1. vary behavior according to task roles within the group, such as note taker, leader, and clarifier. 2. reserve personal reaction until the message is complete. 3. respect others' right to have differences in attitudes, behaviors, values, and beliefs.
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Scope and Sequence

Viewing

Standard 2: Learners will demonstrate skills in viewing for a variety of purposes.

Benchmark 1: The student is attentive.

<p>Basic Indicators: The students:</p> <ol style="list-style-type: none"> 1. focus attention on a designated image/subject when given a readiness cue. 2. focus attention on specific details when given directions. 3. maintain developmentally appropriate focus for a given period of time. 4. recover from distractions and refocus attentive behavior to accommodate the viewing situation. 	<p>Intermediate Indicators: The students:</p> <ol style="list-style-type: none"> 1. focus attention on visual messages. 2. sustain focus throughout visual activities. 3. focus attention on specific details in complex visual messages. 4. independently adapt attentive behavior to accommodate viewing situations. 	<p>Proficient Indicators: The students:</p> <ol style="list-style-type: none"> 1. accept responsibility for focusing attention on visual messages. 2. use personal strategies to maintain focus during visual presentations. 3. focus attention on individual elements, such as images, sounds, dialogue, and perspectives. 4. adapt attentive behavior to accommodate the purpose, setting, and content of visual messages. 	<p>Advanced Indicators: The students:</p> <ol style="list-style-type: none"> 1. establish and maintain focus on visual messages. 2. accept responsibility for active viewing.
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Scope and Sequence

Viewing

Standard 2: Learners will demonstrate skills in viewing for a variety of purposes.

Benchmark 2: The student recognizes/identifies the cues in visual messages transmitted through objects, images, sounds, and words.

<p>Basic Indicators: The students:</p> <ol style="list-style-type: none"> 1. associate appropriate meaning with familiar cues, objects, and their visual or aural images. 2. identify characteristics and recognize cues. 3. use context cues to determine the meaning of unfamiliar visual cues. 	<p>Intermediate Indicators: The students:</p> <ol style="list-style-type: none"> 1. recognize the appropriate meaning of visual messages. 2. generalize about defining characteristics in visual messages. 3. use context cues to determine meaning of complex or unfamiliar visual messages. 4. demonstrate awareness of the properties of visual messages. 	<p>Proficient Indicators: The students:</p> <ol style="list-style-type: none"> 1. recognize multiple meanings of visual messages. 2. recognize symbolic elements of visual messages, such as metaphors, logos, and colors. 3. recognize the relationship of parts and the whole in visual messages. 4. recognize the effects of verbal and nonverbal cues. 	<p>Advanced Indicators: The students:</p> <ol style="list-style-type: none"> 1. identify media forms, media content, and media products. 2. identify symbolic elements of visual messages. 3. recognize that visual messages often have multiple interpretations. 4. recognize the impact of individual components of the message in relationship to the whole.
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Scope and Sequence

Viewing

Standard 2: Learners will demonstrate skills in viewing for a variety of purposes.

Benchmark 3: The student understands visual messages.

Basic Indicators:	Intermediate Indicators:	Proficient Indicators:	Advanced Indicators:
<p>The students:</p> <ol style="list-style-type: none"> 1. signal general understanding or lack of understanding using appropriate responses. 2. answer simple-idea questions related to the message. 3. describe the visual message with three to five details. 4. give meaning to a visual message. 	<p>The students:</p> <ol style="list-style-type: none"> 1. seek clarification. 2. answer increasingly complex questions related to visual messages. 3. describe visual messages in detail. 4. interpret the meanings of visual messages. 	<p>The students:</p> <ol style="list-style-type: none"> 1. generate questions related to visual messages. 2. integrate multiple viewing experiences to comprehend a single concept or topic. 3. describe and discuss visual messages. 4. derive literal and abstract meanings from visual message. 	<p>The students:</p> <ol style="list-style-type: none"> 1. explain the ideas, images, and aesthetics of visual messages. 2. compare and contrast denotative and connotative meanings. 3. conceptualize increasingly abstract and complex symbols. 4. offer appropriate and effective responses, questions, and comments. 5. conceptualize the meaning of a visual message.

Scope and Sequence

Viewing

Standard 2: Learners will demonstrate skills in viewing for a variety of purposes.

Benchmark 4: The student remembers and applies the content of visual messages.

Basic Indicators:	Intermediate Indicators:	Proficient Indicators:	Advanced Indicators:
<p>The students:</p> <ol style="list-style-type: none"> 1. recall significant details from visual messages. 2. use components of a visual message to complete a simple task. 3. apply knowledge in a similar context by replicating teacher modeling. 4. use knowledge from visual messages to create new visual messages. 	<p>The students:</p> <ol style="list-style-type: none"> 1. remember significant details from visual messages. 2. use components of visual messages to complete tasks independently. 3. apply knowledge from visual messages in new visual contexts and products. 4. relate information and ideas from visual messages to personal experiences. 	<p>The students:</p> <ol style="list-style-type: none"> 1. complete extended viewing tasks. 2. assimilate knowledge from viewing and use this knowledge in new contexts. 3. use knowledge from visual messages to create new messages. 4. relate information and ideas from visual messages to personal experiences. 	<p>The students:</p> <ol style="list-style-type: none"> 1. transfer knowledge from viewing and apply it to new contexts. 2. use appropriate strategies to remember the content of visual messages. 3. use knowledge from visual messages to create new messages. 4. relate information and ideas from visual messages to personal experiences.

Scope and Sequence

Viewing

Standard 2: Learners will demonstrate skills in viewing for a variety of purposes.

Benchmark 5: The student analyzes and/or evaluates visual messages.

Basic Indicators:	Intermediate Indicators:	Proficient Indicators:	Advanced Indicators:
<p>The students:</p> <ol style="list-style-type: none"> 1. predict outcomes. 2. draw appropriate conclusions. 3. distinguish among types of visual messages. 4. use criteria to distinguish fact from fiction. 5. recognize exaggeration and distortion. 6. support personal evaluation of messages. 	<p>The students:</p> <ol style="list-style-type: none"> 1. predict appropriate outcomes. 2. draw appropriate conclusions with supporting details. 3. identify the purposes of visual messages. 4. use external criteria to distinguish fact from fiction. 5. identify the target of visual messages. 6. develop internal criteria to determine real from manipulated images. 7. describe the techniques used in visual messages to affect the viewer, such as exaggeration, distortion, and humor. 8. express and support personal evaluation of messages by giving one or two reasons. 	<p>The students:</p> <ol style="list-style-type: none"> 1. evaluate the appropriateness of predictions. 2. draw appropriate conclusions with supporting details. 3. identify and interpret multiple messages and intended purposes. 4. recognize motives of persuasive appeals. 5. recognize the strategies used in visual messages. 6. identify the techniques used in visual messages to affect the viewer. 7. distinguish between stated or implied facts. 8. distinguish between facts and opinions. 9. support personal evaluation of visual messages. 	<p>The students:</p> <ol style="list-style-type: none"> 1. evaluate the appropriateness of predictions. 2. draw appropriate conclusions with supporting details. 3. identify and interpret multiple messages and intended purposes. 4. distinguish between relevant and irrelevant material. 5. evaluate the quality of information obtained from electronic media sources. 6. evaluate validity of ideas, arguments, or hypotheses. 7. recognize, interpret, and respond appropriately to visual messages. 8. assess the techniques used in visual messages to affect the viewer. 9. support their individual evaluation of the message. 10. recognize the underlying motives behind the visual messages.

Scope and Sequence

Speaking			
Standard 3: Learners speak effectively for a variety of audiences, purposes, occasions, and contexts.			
Benchmark 1: The student considers variables in the speaking situation (audience, purpose, occasion, and context) that affect the composition of his/her message.			
Basic Indicators: The students: <ol style="list-style-type: none"> 1. recognize different audiences. 2. recognize different purposes for speaking. 3. recognize different occasions/contexts for speaking. 	Intermediate Indicators: The students: <ol style="list-style-type: none"> 1. recognize demographic characteristics of their audience. 2. recognize different purposes for speaking, such as to inform, persuade, and entertain. 3. recognize if the occasion and context are formal or informal. 	Proficient Indicators: The students: <ol style="list-style-type: none"> 1. describe the characteristics of their audience. 2. describe different purposes for messages, such as to inform, persuade, and entertain. 3. describe context and the occasion of the message. 	Advanced Indicators: The students: <ol style="list-style-type: none"> 1. analyze the characteristics of their audience. 2. describe different characteristics of messages based on purpose. 3. analyze context and occasion for messages.

Scope and Sequence

Speaking

Standard 3: Learners speak effectively for a variety of audiences, purposes, occasions, and contexts.

Benchmark 2: The student participates in a variety of communication opportunities.

<p>Basic Indicators: The students:</p> <ol style="list-style-type: none"> 1. reply to questions with appropriate verbal and nonverbal response behavior. 2. recognize appropriate time and situations to initiate oral communication. 3. participate in classroom routines/events. 4. willingly speak to a variety of partners/audiences. 	<p>Intermediate Indicators: The students:</p> <ol style="list-style-type: none"> 1. reply to questions with appropriate verbal and nonverbal response behavior. 2. initiate oral communication during appropriate times and situations. 3. prepare and present individual oral reports. 4. prepare and present short narrative speeches. 5. present short impromptu speeches based on classroom content. 	<p>Proficient Indicators: The students:</p> <ol style="list-style-type: none"> 1. initiate oral communication during appropriate times and situations using verbal and nonverbal behaviors. 2. participate in oral presentations for defined purposes. 	<p>Advanced Indicators: The students:</p> <ol style="list-style-type: none"> 1. initiates oral communication during appropriate times and situations using verbal and nonverbal behaviors, such as clarifying questions, comments, facial expressions, proximity, and raising a hand.
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Scope and Sequence

Speaking

Standard 3: Learners speak effectively for a variety of audiences, purposes, occasions, and contexts.

Benchmark 3: The student produces a coherent message.

<p>Basic Indicators: The students:</p> <ol style="list-style-type: none"> 1. express a complete thought. 2. express information related to the topic. 3. focus on the topic. 4. use sequence and detail to organize their message. 	<p>Intermediate Indicators: The students:</p> <ol style="list-style-type: none"> 1. use organizational devices as a basis for planning and developing an oral report. 2. express thoughts using phrases and complete sentences. 3. stay focused on the topic. 4. organize details in logical order. 5. use appropriate language that is clear and specific to the topic. 	<p>Proficient Indicators: The students:</p> <ol style="list-style-type: none"> 1. develop thoughts using increasing complexity. 2. develop a message with an introduction, body, and conclusion. 3. organize details in logical order. 4. use transitions between parts of a message. 5. use language effectively and appropriately. 	<p>Advanced Indicators: The students:</p> <ol style="list-style-type: none"> 1. uses a variety of organizational devices. 2. compares and contrasts appropriate and inappropriate introductions and conclusions for the body of speeches. 3. receives feedback on effectiveness of his/her messages.
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Scope and Sequence

Speaking

Standard 3: Learners speak effectively for a variety of audiences, purposes, occasions, and contexts.

Benchmark 4: The student uses appropriate content for purpose, audience, occasion, and context.

Basic Indicators:	Intermediate Indicators:	Proficient Indicators:	Advanced Indicators:
<p>The students:</p> <ol style="list-style-type: none"> 1. know whether the purpose and situation call for content based on reality or make-believe. 2. express information relevant to the purpose, audience, and situation. 3. remain focused. 4. present content focused on the topic. 5. expand or limit content with teacher assistance. 6. use precise vocabulary when addressing groups or individuals. 	<p>The students:</p> <ol style="list-style-type: none"> 1. vary information presented according to the purpose, audience, and situation. 2. stay focused on purpose, audience, and situation. 3. expand or limit content as needed or directed, such as use of examples, AV aids, and technology. 4. adapt vocabulary for purpose, audience, and situation. 5. use figurative language, such as simple analogies, common multiple-meaning words, and familiar idioms. 6. use syntax and vocabulary that represent developmentally appropriate oral language 7. use language that reflects personal and authentic voice. 	<p>The students:</p> <ol style="list-style-type: none"> 1. adapt information according to the purpose, audience, occasion, and context. 2. maintain focus on purpose, audience, and situation. 3. extend or revise content as needed or directed. 4. adapt vocabulary for purpose, audience, and situation. 5. use creative language. 6. use oral language style as opposed to written language style. 7. use authentic voice that shows their personalities. 8. use repetition and summary. 	<p>The students:</p> <ol style="list-style-type: none"> 1. develops presentations for different audiences. 2. prepares complex and refined presentations and develops a personal style. 3. develops personas to enhance the presentation.

Scope and Sequence

Speaking

Standard 3: Learners speak effectively for a variety of audiences, purposes, occasions, and contexts.

Benchmark 5: The student demonstrates control of delivery skills.

Basic Indicators:

The students:

1. establish *eye contact*.
2. vary volume of voice according to situation.
3. use appropriate body position and movement according to the situation.

Intermediate Indicators:

The students:

1. uses appropriate delivery skills.
2. effectively uses audio and/or visual aids to support delivery during a presentation.

Proficient Indicators:

The students:

1. refines presentation for improvement of delivery skills.
2. accepts and uses constructive criticism.
3. uses audiovisual materials and equipment to enhance presentation.
4. uses an *extemporaneous* manner of speaking including the appropriate use of notes.

Advanced Indicators:

The students:

1. refines delivery skills.
2. collaborates and reflects with peers for self-improvement.
3. pronounces, articulates, and enunciates words in his/her speech.
4. avoids distracting delivery behaviors, such as fidgeting, rocking podium, shuffling notes, *vocalized pauses*, and *unintended pauses*.
5. effectively uses materials and equipment.
6. uses constructive criticism to refine delivery skills.

Scope and Sequence

Speaking

Standard 3: Learners speak effectively for a variety of audiences, purposes, occasions, and contexts.

Benchmark 6: The student participates appropriately in small groups.

<p>Basic Indicators: The students:</p> <ol style="list-style-type: none"> 1. develop and use <i>proper etiquette</i>. 2. stay focused on the task. 3. contribute relevant information. 4. identify the different roles in a group. 5. assume an assigned role in a group. 	<p>Intermediate Indicators: The students:</p> <ol style="list-style-type: none"> 1. refine the use of proper etiquette. 2. understand whole group activities to reinforce appropriate group interactions. 3. contribute relevant information based on their role in the group, such as leader, recorder, and evaluator. 	<p>Proficient Indicators: The students:</p> <ol style="list-style-type: none"> 1. refine and use proper etiquette. 2. respond to and reinforce information. 3. show sensitivity to the feelings and opinions of others. 4. use appropriate means to communicate strong feelings and resolve conflict through negotiations and compromise. 5. adapt to the <i>group dynamics</i> by assuming different roles. 	<p>Advanced Indicators: The students:</p> <ol style="list-style-type: none"> 1. shows sensitivity to the feelings and opinions of others. 2. refines, uses, and models proper etiquette. 3. responds to the group dynamics by shifting roles when necessary.
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Scope and Sequence

Speaking

Standard 3: Learners speak effectively for a variety of audiences, purposes, occasions, and contexts.

Benchmark 7: The speaker recognizes the role of evaluation in oral communication.

<p>Basic Indicators: The students:</p> <ol style="list-style-type: none"> 1. accept helpful criticism in a respectful manner. 	<p>Intermediate Indicators: The students:</p> <ol style="list-style-type: none"> 1. evaluate the merit of criticism. 2. use criticism to improve future oral presentations. 	<p>Proficient Indicators: The students:</p> <ol style="list-style-type: none"> 1. modify delivery or content during a presentation in response to audience feedback. 	<p>Advanced Indicators: The students:</p> <ol style="list-style-type: none"> 1. use self-evaluation to improve oral communication.
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Scope and Sequence

Information Retrieval

Standard 4: The communicator will retrieve information from a variety of appropriate sources.

Benchmark 1: The student is knowledgeable about available sources.

<p>Basic Indicators: The students:</p> <ol style="list-style-type: none">1. recognize that information can be found in different locations, such as school media centers, public libraries, classrooms, and home.2. recognize different types of sources, such as people, paper, and electronic sources.	<p>Intermediate Indicators: The students:</p> <ol style="list-style-type: none">1. identify types and formats of reference materials, such as an almanac, atlas, thesaurus, electronic source, search engines, personal interview, magazine, or encyclopedia.	<p>Proficient Indicators: The students:</p> <ol style="list-style-type: none">1. differentiate between types and formats of reference materials, such as print, electronic, and expert sources.	<p>Advanced Indicators: The students:</p> <ol style="list-style-type: none">1. reference specialized sources of information.
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Scope and Sequence

Information Retrieval

Standard 4: The communicator will retrieve information from a variety of appropriate sources.

Benchmark 2: The student knows how to use sources from a variety of media and formats.

<p>Basic Indicators: The students:</p> <ol style="list-style-type: none"> 1. identify simple, appropriate sources for specific information, such as maps, books, calendars, and people. 2. locate simple sources of information, such as nonfiction books in the media center. 	<p>Intermediate Indicators: The students:</p> <ol style="list-style-type: none"> 1. independently identify appropriate, applicable sources, such as reference materials, electronic sources, or experts. 2. recognize features of print sources, such as index, table of contents, glossary, and charts. 3. recognize features of electronic sources, such as search terms and search engines. 4. locate sources of information independently. 	<p>Proficient Indicators: The students:</p> <ol style="list-style-type: none"> 1. use appropriate sources for purposes, audiences, occasions, and contexts. 2. locate electronic, print, and expert sources of information. 3. perform information searches. 	<p>Advanced Indicators: The students:</p> <ol style="list-style-type: none"> 1. use appropriate sources from electronic, print, and expert categories of information for purposes, audiences, occasions, and contexts.
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Scope and Sequence

Information Retrieval

Standard 4: The communicator will retrieve information from a variety of appropriate sources.

Benchmark 3: The student gathers, sorts, selects, and uses sources and information.

<p>Basic Indicators: The students:</p> <ol style="list-style-type: none"> gather one or two sources of information with assistance. sort information using a simple graphic organizer or list. 	<p>Intermediate Indicators: The students:</p> <ol style="list-style-type: none"> gather information from three to four primary and secondary sources. sort and select information using graphic organizers. 	<p>Proficient Indicators: The students:</p> <ol style="list-style-type: none"> gather information from primary and secondary sources. sort, select, and narrow information using strategies. 	<p>Advanced Indicators: The students:</p> <ol style="list-style-type: none"> use techniques to perform efficient information searches, such as multiple search terms, narrowing/expanding the search, and key word searches. gather current information from authoritative sources. select best information for purposes, audiences, occasions, and contexts.
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Scope and Sequence

Information Retrieval

Standard 4: The communicator will retrieve information from a variety of appropriate sources.

Benchmark 4: The student analyzes and/or evaluates the sources and information.

<p>Basic Indicators: The students:</p> <ol style="list-style-type: none"> 1. recognize the usefulness of the source for their purpose. 2. recognize the appropriateness of the source and/or information for their purposes, such as using a nonfiction source versus a fictional source for facts. 	<p>Intermediate Indicators: The students:</p> <ol style="list-style-type: none"> 1. apply given criteria to analyze the usefulness of the source for purposes, audiences, occasions, and contexts. 2. apply given criteria to analyze the appropriateness of the source and/or information for purposes, audiences, occasions, and contexts. 	<p>Proficient Indicators: The students:</p> <ol style="list-style-type: none"> 1. choose criteria to analyze and evaluate the usefulness of sources for specific purposes, audiences, occasions, and contexts. 2. choose criteria to analyze and evaluate the credibility of sources. 3. evaluate the credibility and accuracy of the retrieved information. 	<p>Advanced Indicators: The students:</p> <ol style="list-style-type: none"> 1. establish criteria to evaluate the usefulness and credibility of sources. 2. establish criteria to evaluate the accuracy of information.
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Scope and Sequence

Media Products

Standard 5: Communicators effectively use and create media products for a variety of audiences, purposes, occasions, and contexts.

Benchmark 1: The student is knowledgeable about various methods that can be used to create aural and visual products.

Basic Indicators:

The students:

1. use a number of age-appropriate methods and resources, such as art supplies, recycled materials, computer programs/software, and tape recorders.

Intermediate Indicators:

The students:

1. identify various methods to create media products.
2. know techniques in media production, such as lighting, pacing, camera angles, transition effects, and special effects.

Proficient Indicators:

The students:

1. know various methods to create media products, such as computer applications, video and audiotapes, recordings, live presentations, and props.

Advanced Indicators:

The students:

1. analyze characteristics of various methods to create media.
2. evaluate the effectiveness of method(s) used in the development of various media products
3. use symbolism, such as icons, music, and color.

Scope and Sequence

Media Products

Standard 5: Communicators effectively use and create media products for a variety of audiences, purposes, occasions, and contexts.

Benchmark 2: The student creates single-media and/or multimedia products.

<p>Basic Indicators: The students:</p> <ol style="list-style-type: none"> creates single-media and <i>multimedia products</i> that communicate a message. 	<p>Intermediate Indicators: The students:</p> <ol style="list-style-type: none"> create products that communicate a message. choose appropriate media for content, purpose, audience, occasion. 	<p>Proficient Indicators: The students:</p> <ol style="list-style-type: none"> create products that communicate a persuasive message. create products that support/enhance a message. choose appropriate media for content, purpose, audience, occasion, and context. refine skills for creating multimedia presentations. 	<p>Advanced Indicators: The students:</p> <ol style="list-style-type: none"> create more than one product to support the message. choose the best available media for content, purpose, audience, occasion, and context.
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Scope and Sequence

Media Products

Standard 5: Communicators effectively use and create media products for a variety of audiences, purposes, occasions, and contexts.

Benchmark 3: The student uses appropriate content for purpose, audience, occasion, and context.

Basic Indicators:	Intermediate Indicators:	Proficient Indicators:	Advanced Indicators:
<p>The students:</p> <ol style="list-style-type: none"> 1. use content consistent with the topic or purpose. 2. use or create a product with sufficient detail for the topic. 	<p>The students:</p> <ol style="list-style-type: none"> 1. use content consistent with the topic. 2. use content that enhances the topic. 3. include sufficient detail for the topic. 4. give credit for borrowed materials and follow copyright laws. 5. identify multiple ways to represent an idea. 6. knows the definition of symbolism, such as analogies, metaphors, icon, music, and color. 	<p>The students:</p> <ol style="list-style-type: none"> 1. use content appropriate to the topic. 2. expand or limit content as appropriate. 3. adapt content for the purpose, audience, occasions, and context. 4. use multiple ways to represent an idea. 5. gives credit for borrowed materials and follows copyright laws. 6. identifies symbolism, such as analogies, metaphors, icon, music, and color. 	<p>The students:</p> <ol style="list-style-type: none"> 1. use content appropriate to the topic. 2. expand or limit content as appropriate. 3. evaluate the effectiveness of a product for purpose, audience, occasion, and context. 4. gives credit for borrowed materials and follows copyright laws.

Scope and Sequence
Intended for Grades 6-12

Scope and Sequence

Media Literacy

Standard 6: Journalistic communicators effectively use and/or create products for a variety of audiences, purposes, occasions, and contexts.

Benchmark 1: The student is knowledgeable about a variety of *journalistic formats* (e.g., print, online, video, radio).

Basic Indicators:

The students:

1. recognize different formats of journalism.

Intermediate Indicators:

The students:

1. access different formats of journalism.

Proficient Indicators:

The students:

1. access different sources to compare and contrast the purpose of the *journalistic works*.

Advanced Indicators:

The students:

1. determine the effectiveness of the journalistic format(s) used.

Scope and Sequence

Media Literacy

Standard 6: Journalistic communicators effectively use and/or create products for a variety of audiences, purposes, occasions, and contexts.

Benchmark 2: The student applies journalistic principles in the development of a product(s).

Basic Indicators:	Intermediate Indicators:	Proficient Indicators:	Advanced Indicators:
<p>The students:</p> <ol style="list-style-type: none"> 1. create a product with a beginning, middle, and end. 2. know the different <i>journalistic principles</i>. 3. ask interview questions to gain information. 4. know the difference between <i>fact</i> and <i>opinion</i>. 5. define <i>plagiarism</i>. 6. define <i>libel</i> and <i>slander</i>. 7. identify the rights of a student/<i>free press</i> as guaranteed by the first amendment and courts. 	<p>The students:</p> <ol style="list-style-type: none"> 1. create a product with a specific purpose. 2. explain the different journalistic principles. 3. develop journalistic questions for an interview(s). 4. evaluate the quality of the source(s) of the fact and/or opinion. 5. avoid plagiarism. 6. avoid libelous and slanderous language. 7. advocate the rights of the free press. 	<p>The students:</p> <ol style="list-style-type: none"> 1. work as a group to combine multiple ideas into a single product. 2. recognize the different journalistic principles. 3. develop a finished product from the interview(s). 4. use appropriate fact(s) and/or opinion(s) to create a product. 5. recognize and/or apply plagiarism, slander, and free press. 	<p>The students:</p> <ol style="list-style-type: none"> 1. synthesize multiple student products into a single group product. 2. apply the different journalistic principles to the creation of a product. 3. publish a finished product based on the interview(s). 4. publish the product using <i>viable fact(s)</i> and/or opinion(s). 5. know and recognize the different types of <i>propaganda</i>. 6. recognize and/or apply plagiarism, slander, and free press.

Scope and Sequence

Media Literacy

Standard 6: Journalistic communicators effectively use and/or create products for a variety of audiences, purposes, occasions, and contexts.

Benchmark 3: The student analyzes and evaluates a journalistic product(s).

<p>Basic Indicators: The students:</p> <ol style="list-style-type: none"> 1. use a teacher's rubric to evaluate a product. 2. differentiate the purposes of a product, such as <i>news stories</i>, <i>feature stories</i>, or <i>editorials</i>. 3. define <i>bias</i>. 4. identify a variety of audiences. 	<p>Intermediate Indicators: The students:</p> <ol style="list-style-type: none"> 1. know the purpose of <i>constructive criticism</i> in the evaluation of a product. 2. determine the specific purpose of a product. 3. recognize bias. 4. identify their possible audiences. 	<p>Proficient Indicators: The students:</p> <ol style="list-style-type: none"> 1. works as a group to produce their own rubric for product evaluation. 2. analyzes and evaluates the quality of a journalistic product created by others. 3. analyzes the use of bias in an editorial. 4. analyzes their target audience. 	<p>Advanced Indicators: The students:</p> <ol style="list-style-type: none"> 1. analyze and evaluate the quality of own journalistic product. 2. analyze and evaluate the quality of a journalistic product created by others. 3. analyze and evaluate the amount and effective use of bias and/or <i>propaganda</i> in own product. 4. analyze the anticipated reaction of the product on the target audience.
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Scope and Sequence

Forensics

Standard 7: The oral communicator will perform effectively in a variety of situations.

Benchmark 1: The student knows the different components of nonverbal communication.

<p>Basic Indicators: The students:</p> <ol style="list-style-type: none"> 1. define <i>tone</i>. 2. define <i>eye contact</i>. 3. define <i>feedback</i> 4. define <i>gestures</i>. 5. define <i>pitch</i>. 6. define <i>rate</i>. 7. define <i>volume</i>. 8. define <i>posture</i>. 9. define <i>poise</i>. 10. define <i>appropriate appearance</i>. 11. define <i>non-word sounds</i>. 12. define <i>body movement</i>. 	<p>Intermediate Indicators: The students:</p> <ol style="list-style-type: none"> 1. use and understand appropriate tone in an oral presentation. 2. have eye contact with their audience. 3. recognize audience feedback 4. use some gestures. 5. identify their <i>natural pitch</i>. 6. use a normal rate of delivery. 7. use proper volume. 8. demonstrate correct posture. 9. use proper poise for the situation. 10. demonstrate appropriate appearance. 11. use only appropriate non-word sounds. 12. use appropriate body movement. 	<p>Proficient Indicators: The students:</p> <ol style="list-style-type: none"> 1. use tone effectively. 2. use eye contact to draw audience into the presentation. 3. read audience feedback. 4. use gestures to further enhance the message. 5. use variations of their natural pitch effectively. 6. vary rate to gain desired effect. 7. adjust volume to fit the <i>performance space</i> and to gain the desired effect. 8. vary posture to gain the desired effect. 9. use body movement effectively. 	<p>Advanced Indicators: The students:</p> <ol style="list-style-type: none"> 1. analyze the use of tone in an oral performance. 2. analyze the use of eye contact in an oral performance. 3. adapt to audience feedback. 4. analyze the use of gestures in an oral performance.
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Scope and Sequence

Forensics

Standard 7: The oral communicator will perform effectively in a variety of situations.

Benchmark 2: The student knows the different components of verbal communication.

Basic Indicators:	Intermediate Indicators:	Proficient Indicators:	Advanced Indicators:
<p>The students:</p> <ol style="list-style-type: none"> 1. define the <i>different types of speeches</i>. 2. define <i>word choice</i>. 3. define <i>organizational patterns</i>. 4. define <i>transitions</i>. 5. define <i>introduction</i>. 6. define <i>body</i>. 7. define <i>conclusion</i>. 8. define <i>supporting details</i>. 9. define <i>visual aids</i>. 10. define <i>verbal pauses/fillers</i>. 11. define the <i>types of verbal communication</i>. 12. define <i>audience analysis</i>. 13. define how to select and narrow a topic. 14. define <i>noise</i>. 15. define <i>verbal inflection</i>. 16. define <i>stage fright</i>. 17. define the use of time. 18. define <i>propaganda</i> and <i>faulty reasoning</i>. 	<p>The students:</p> <ol style="list-style-type: none"> 1. identifies correct word choice. 2. identifies the different organizational patterns. 3. identifies the use of transitions. 4. identifies the components of an introduction. 5. identifies the components of the body of an oral presentation. 6. identifies the components of the conclusion of an oral presentation. 7. chooses a variety of supporting details. 8. chooses and creates visual aids. 9. avoids verbal pauses/fillers. 10. writes an appropriate audience analysis rubric. 11. selects and narrows a topic. 12. adjusts their oral presentation to compensate for noise. 13. uses verbal inflection appropriately in an oral presentation. 14. recognizes stage fright is composed of over and under confidence. 15. recognizes stage fright is 	<p>The students:</p> <ol style="list-style-type: none"> 1. write different types of speeches. 2. use effective word choice. 3. choose the most effective organizational pattern. 4. choose proper transitions. 5. compose an appropriate introduction. 6. identify the components of the body of an oral presentation. 7. identify the components of the conclusion of an oral presentation. 8. choose appropriate supporting details. 9. effectively use visual aids in the presentation. 10. effectively administer an audience analysis rubric. 11. use verbal inflection appropriately in an oral presentation. 12. use stage fright effectively to enhance an oral presentation. 13. are selective in the use of propaganda and faulty reasoning. 	<p>The students:</p> <ol style="list-style-type: none"> 1. deliver a speech effectively dependant on its type. 2. analyze word choice. 3. analyze the use of different organizational patterns. 4. analyze the use of transitions. 5. analyze the effectiveness of introductions. 6. analyze the effectiveness of the body of an oral presentation. 7. analyze the effectiveness of the conclusion of an oral presentation. 8. analyze the impact of the supporting material on the oral presentation. 9. analyze the impact of the visual aids on the oral presentation. 10. analyze and use an audience analysis rubric to make the oral presentation appropriate for the audience. 11. effectively use propaganda and faulty reasoning to reach the desired effect.

	composed of over and under confidence. 16. recognizes propaganda and faulty reasoning.		
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Scope and Sequence

Forensics

Standard 7: The oral communicator will perform effectively in a variety of situations.

Benchmark 3: The student knows the different components of interpersonal and intrapersonal communication.

Basic Indicators:	Intermediate Indicators:	Proficient Indicators:	Advanced Indicators:
<p>The students:</p> <ol style="list-style-type: none"> 1. define <i>interpersonal</i> communication. 2. define the different types of <i>interpersonal</i> communication, such as group, public, one-to-one, mass, and electronic. 3. define the different roles in <i>interpersonal</i> communication. 4. define <i>intrapersonal</i> communication. 5. define perception. 6. define self-concept. 7. define and are aware of the effects of <i>psychological, physical, and semantic noise</i>. 8. define appropriate social skill in <i>interpersonal</i> communication. 	<p>The students:</p> <ol style="list-style-type: none"> 1. identify the different types of <i>interpersonal</i> communication, such as group, public, one-to-one, mass, and electronic. 2. identify the impact of perception and self-concept on <i>intrapersonal</i> communication. 3. identify the different roles people assume in a group. 4. identify the impact of psychological noise on <i>interpersonal</i> and <i>intrapersonal</i> communication. 5. identify the impact of physical noise on <i>interpersonal</i> and <i>intrapersonal</i> communication. 6. identify when they are not using appropriate social skills. 	<p>The students:</p> <ol style="list-style-type: none"> 1. participate in the different types of <i>interpersonal</i> communication. 2. use perception and self-concept to enhance <i>interpersonal</i> communication. 3. fill a role in a group. 4. compensate/overcome the negative impact of psychological noise on <i>interpersonal</i> and <i>intrapersonal</i> communication. 5. compensate/overcome the negative impact of physical noise on <i>interpersonal</i> and <i>intrapersonal</i> communication. 6. use appropriate social skills. 	<p>The students:</p> <ol style="list-style-type: none"> 1. incorporate the appropriate types of <i>interpersonal</i> communication skills into a variety of situations. 2. fill various roles in a group based on its dynamics. 3. use psychological noise positively in <i>interpersonal</i> communication. 4. use physical noise positively in <i>interpersonal</i> communication.

Scope and Sequence

Forensics

Standard 7: The oral communicator will perform effectively in a variety of situations.

Benchmark 4: The student knows the different components of competitive speech.

Basic Indicators:	Intermediate Indicators:	Proficient Indicators:	Advanced Indicators:
<p>The students:</p> <ol style="list-style-type: none"> 1. list and define the different <i>state and/or national events</i>. 2. define appropriate dress. 3. define <i>appropriate tournament etiquette</i>. 4. define the purpose of the <i>critique</i>. 5. define <i>constructive criticism</i>. 6. define various <i>tournament structures</i>. 7. define quality performance literature. 8. define the steps in <i>cutting</i> material for performance. 9. define the components of an introduction for interpretation and acting events. 10. define methods for developing a character. 11. define the parts of an improvised duet acting scene. 12. define the four types of delivery which include impromptu, extemporaneous, <i>manuscript</i>, memorized. 	<p>The students:</p> <ol style="list-style-type: none"> 1. accurately interpret the <i>state and/or national rules</i> for the different events. 2. identify inappropriate dress. 3. identify inappropriate tournament etiquette. 4. identify the critique. 5. understand constructive criticism. 6. function within the various tournament structures. 7. differentiate between quality and non-quality material 8. differentiate between quality and non-quality editing. 9. recognize a quality introduction. 10. understand the differences among characters. 11. recognize the parts of an improvised duet acting scene. 12. identify the four types of delivery, which include impromptu, extemporaneous, <i>manuscript</i>, memorized. 	<p>The students:</p> <ol style="list-style-type: none"> 1. identify when state and/or national rules are not followed. 2. dress appropriately. 3. use appropriate tournament etiquette. 4. adapt to the critique. 5. accept constructive criticism. 6. find quality material. 7. make initial <i>cuts</i>. 8. write a quality introduction. 9. portray different characters. 10. use the parts of an improvised duet acting scene to create a coherent performance. 	<p>The students:</p> <ol style="list-style-type: none"> 1. accept the consequences of following or not following the state and/or national rules. 2. accept comments by the critique about inappropriate dress. 3. accept the consequences for not using appropriate tournament etiquette. 4. use constructive criticism to improve their performance. 5. modify material to make a quality performance <i>cutting</i>. 6. adapt characters to meet the critique's input, if appropriate. 7. adapt to the critique's input for their next performance, if appropriate.

Scope and Sequence

Forensics

Standard 7: The oral communicator will perform effectively in a variety of situations.

Benchmark 5: The student knows the different components of competitive policy debate.

Basic Indicators:	Intermediate Indicators:	Proficient Indicators:	Advanced Indicators:
<p>The students:</p> <ol style="list-style-type: none"> 1. define competitive <i>policy debate</i> 2. define appropriate dress. 3. define <i>appropriate etiquette</i>. 4. define the purpose of the critique. 5. define <i>constructive criticism</i>. 6. define various <i>tournament structures</i>. 7. recite the <i>policy debate resolution</i>. 8. define the structure of a policy debate round. 9. define the <i>stock issues of policy debate</i>. 10. define other terms used in policy debate. 11. define <i>negative positions</i> in policy debate. 12. define the different <i>affirmative case structures</i> in policy debate. 13. define steps of note taking (<i>flowing</i>). 14. define cross-examination. 	<p>The students:</p> <ol style="list-style-type: none"> 1. identifies inappropriate dress. 2. identifies inappropriate etiquette. 3. identifies the critique. 4. understands constructive criticism. 5. functions within the various tournament structures. 6. identifies and defines the different parts of the policy debate resolution. 7. debates within the structure of a policy debate round. 8. debates the stock issues throughout a policy debate. 9. structures a negative position in a policy debate. 10. structures an affirmative case in policy debate. 11. flows a round of policy debate. 12. asks and answers basic cross-examination questions. 	<p>The students:</p> <ol style="list-style-type: none"> 1. dresses appropriately. 2. uses appropriate etiquette. 3. adapts to the critique. 4. accepts constructive criticism. 5. identifies differing interpretations of the policy debate resolution. 6. debates within the structure of a policy debate round effectively. 7. debates the stock issues effectively throughout. 8. structures an effective negative position in a policy debate. 9. structures an effective affirmative case in policy debate. 10. flows a round of policy debate accurately. 11. structures cross-examination questions that make the affirmative or negative team take a definite position. 	<p>The students:</p> <ol style="list-style-type: none"> 1. accept comments by the critique about inappropriate dress. 2. accept the consequences for not using appropriate etiquette. 3. use constructive criticism to improve their performance. 4. debate, throughout the round, the differing interpretations of the policy debate resolution. 5. structure various effective negative positions in a policy debate. 6. adapt the affirmative case to various negative positions in a policy debate.

Scope and Sequence

Forensics

Standard 7: The oral communicator will perform effectively in a variety of situations.

Benchmark 6: The student knows the different components of competitive Lincoln/Douglas debate.

Basic Indicators:	Intermediate Indicators:	Proficient Indicators:	Advanced Indicators:
<p>The students:</p> <ol style="list-style-type: none"> 1. define the differences between <i>value debate</i> and policy debate. 2. define the difference between a <i>value proposition</i> and a policy resolution. 3. define the <i>key value terms</i> in a Lincoln/Douglas debate. 4. define the structure of a value debate round. 5. define the fundamental parts of a Lincoln/Douglas <i>affirmative or negative case</i>. 6. define <i>philosophy</i>. 	<p>The students:</p> <ol style="list-style-type: none"> 1. distinguish the differences between value and policy debate. 2. distinguish the difference between a value proposition and a policy resolution. 3. recognize the use of key value terms. 4. debate within the structure of a value debate round. 5. recognize the fundamental parts of a Lincoln/Douglas affirmative or negative case. 6. define different <i>classic philosophic positions</i>. 	<p>The students:</p> <ol style="list-style-type: none"> 1. explain the differences between value and policy debate. 2. identify differing interpretations of the value debate proposition. 3. use the key value terms in a debate round. 4. debate within the structure of a value debate round effectively. 5. use the fundamental parts of a Lincoln/Douglas affirmative or negative case. 6. recognize the different classic philosophic positions when they are heard. 	<p>The students:</p> <ol style="list-style-type: none"> 1. validate a debate as either value or policy debate. 2. use effectively the key value terms in a debate round. 3. effectively argue the fundamental parts of a Lincoln/Douglas affirmative or negative case. 4. effectively debate the different classic philosophic positions.

Glossary

A

active listening – apply what you hear to yourself, thinking while you listen

affirmative case structures – the arguments an affirmative team presents to support the resolution: need plan, comparative advantage, net benefit

anticipatory set – subtly telling the audience what you are going to be talking about in the speech, getting their attention

appropriate appearance – how a speaker looks to his/her audience, dressing to impress

appropriate debate etiquette – the way a student is expected to conduct him/herself; i.e., being polite, dressing to impress, being prepared

articulation - the shaping of distinct speech sounds into recognizable words

audience analysis - the process of finding out what the audience likes to hear from speakers

audience etiquette - the way a person is expected to conduct him/herself during any presentation

audience feedback – the response an audience gives a speaker

audiovisual aids - resources that a speaker uses to clarify or to add to the verbal presentation of a speech

aural – of or relating to the sense of hearing

authentic voice – projecting through the voice the way a speaker really feels about the topic

B

bias - to favor a style of debating, types of arguments, or positions on issues

body - the portion of a speech in which the main points are developed

body movement – communicating with the audience through a speaker's posture, dress, gestures and facial expressions

C

cause/effect order - an order in which information is arranged to show causes or conditions and the effects or results of those causes or conditions

chronological order - a pattern for arranging details or events according to the order in which they happen in time

clarifier – a person who makes clear or pure

classic philosophic positions – the position that a team takes in a debate round; i.e., utilitarianism, Kantianism, John Rawls' A Theory of Justice, The Theories of Right, Friedrich Nietzsche (Against Morality), Aristotle's Virtue Theory

competitive speaking tournament structures - formats used to conduct a forensics tournament; i.e., cut throat or cumulative
competitive speech – the nondebate side of forensics, this includes prose and poetry interpretation, acting, and public speaking
conclusion - the ending comments of a case or speech
connotative – the slang or street meaning for a word
consensus building – a group decision that is worded in such a way the entire group can agree on the decision
constructive criticism - criticism that is beneficial and helpful rather than disapproving
critique - an analysis and evaluation
cuttings – shortening a novel, short story, poem, or a script to be used for competitive speaking

D

demographic characteristics - the defining characteristics of an audience, such as average age, educational background, and cultural heritage
demonstration speech - a procedure in which a speaker performs the steps of a process in order to help listeners understand it and learn how to perform it themselves
denotative – the dictionary or formal meaning for a word
dialogue - the conversation that occurs between two or more characters in a drama; the words actually spoken by the character in a radio play
distortion - to present a piece of evidence or an argument inaccurately

E

editorials – a newspaper or magazine article that gives the opinions of the editors or publishers
electronic media – Internet (online databases and publications), TV, radio
entertainment speech – where the speaker wants the audience to leave feeling they have had an enjoyable experience while being informed or persuaded
exaggeration - to overclaim; overstate a point
extemporaneous - to deliver a speech that is prepared with information gathered at any time before the speech and organized shortly before the speech
external criteria – anything outside of the speaker's body that could effect or contribute to the presentation
eye contact - to look at someone, especially when a speaker looks at an audience or judge

F

facial expression – smile, frown, sneer, wink, raising an eyebrow, or grimace to enhance and reach the desired effect

fact - an objective statement; a piece of information

faulty reasoning - a mistake in logic

feature stories – the lead story in a news publication

feedback - a judge's or audience's response to the debater(s)

flowing – notes which have the arguments of a debate and their relationships

focus – the central point, thesis, or purpose of a presentation

formal – a prepared, planned presentation as opposed to impromptu or extemporaneous speech

free press - a press regarding politics or ideology not restricted or controlled by government censorship

G

gestures - a speaker's physical movements during a speech that convey a meaning

group discussion - a face-to-face communication of a small number of people who meet for a specific purpose, such as to arrive at a decision, to

brainstorm ideas, to share information, or to solve a problem

group dynamics – the way that members of a group interact with others

I

images – mental pictures brought to the audience's awareness

impromptu speech - a speech event in which a speaker speaks on one of three topics after preparing, usually for two minutes at most

inferences - conclusions based on possible relationships between known facts

inflection - the upward or downward glide of pitch as a person speaks

informal – a less prepared, planned presentation

informative speech - a speech that provides information to an audience

internal criteria – obstacles within the speaker that may interfere with the presentation; i.e., mental stress, hunger, sleep

interpersonal communication - the communication which occurs between two or more people

intrapersonal communication – the communication which occurs within oneself

introduction - the beginning of a speech; introductions to speeches in debate usually include the team's position and main reason the team deserves to win

J

jargon - words and phrases that are understood only to experts in the field that uses those words and phrases

journalistic formats - see the definitions of journalistic works

journalistic principles - a statement of shared purpose

journalistic works – the works which comprise journalism; newspapers and magazines collectively the profession of reporting or photographing or editing news stories for one of the media; this would also include print and video, editorial cartoons, and journalistic websites like CNN.com, etc.

K

key value terms - important words or phrases in the resolution or in a case

L

L/D affirmative case – in Lincoln Douglas debate there are two types of affirmative cases: 1. three point case – a speech which states three different reasons you have for supporting either the affirmative or the negative; 2. single argument case – the body is composed of premises, logical steps, and conclusion

L/D negative position – the negative has the basic responsibility of clash, whether directly with the affirmative's interpretation of the topic or with the topic itself

leader – the individual who guides a group toward its goal

libel – a written or oral defamatory statement or representation that conveys an unjustly unfavorable impression

logos - the use of logic in a speech

M

manuscript speech - a fully, written-out speech

media content – anything created by humans to assist in the transmission of messages

media forms – means of communication with large numbers of people, i.e., radio, television, Internet, newspapers, etc.

media products – products created by the use of media or transmitted by media, two and three-dimensional visual products, aural products, and multi-sensory products

message - ideas and feelings that make up the content of communication

mime – acting without the use of words in order to communicate an idea

mock tournament – an inter-squad practice tournament for debate or competitive speech

monotone - to speak without vocal variety

Monroe's motivated sequence - an inductive method for presenting information that includes five steps: drawing attention to a problem, showing a need for action, outlining a plan to satisfy that need, visualizing benefits, and suggesting a specific action

N

narrative speech – oral presentation of a story, joke, history, or other narrative discourse that shows movement or change through time, and has a point

national events – forensic events used at national competition; original oration, extemporaneous speaking (domestic and international), dramatic and humorous interpretation, duo interpretation, oral interpretation on literature (poetry and prose)

natural pitch – the pitch of the unaltered voice

negative position - the team that rejects the resolution and the affirmative case

news stories – articles that state the who, what, when, where, why, and how of an event and is reported in a newspaper, news periodical or on newscast

noise – anything that distracts from the message being communicated

nonverbal communication - the messages a speaker conveys that are not the content of a speech; nonverbal communication is conveyed by eye contact, gestures, vocal inflection and variety, and poise

nonverbal cues – any signal that communicates approval or disapproval to the speaker or audience without the use of words

non-word sounds – the meaningless speech sounds speakers use to fill time, to regain the attention of the audience, and to enhance the presentation

note taker – acts as the scribe in a group discussion or activity

O

opinion - a belief that can be objectively proven or disproven

oral communication – the spoken process of sending or receiving a message to achieve understanding

organizational patterns – methods for arranging the material used in the body of a speech: chronological, spatial, problem/solution, cause-effect,

Monroe's Motivated Sequence

P

performance space – the area that a performer has to use for their presentation

persona – the impression a speaker projects during a presentation

perspective – the way that a situation is perceived by a person depending on their experiences

persuasive appeals – appeals designed to change beliefs or behaviors by using reasoning and/or emotion

persuasive speech – a speech that establishes a fact, changes a belief, or moves an audience to act on a policy

philosophy - the position that a team supports in a debate

physical noise - any sound that prevents a person from being heard

pitch - the highness or lowness of a sound

plagiarism - the presentation of another person's words or ideas as if they were the speaker's own

poise - the quality of looking confident and prepared to handle any problem

policy debate resolution - a debate topic concerning the advantages and disadvantages of accepting a certain policy or plan of action

policy debate stock issues – the traditional issues of a debate; topicality, significance, inherency, solvency, disadvantages.

posture – the position or bearing of the body whether characteristic or assumed for a special purpose

problem solution order – a method of organization where the speaker presents a problem and offers at least one possible solution to the problem

propaganda - a form of persuasion that deliberately discourages people from thinking for themselves

proximity – the study of the nature, degree, and effect of the spatial separation individuals naturally maintain and of how this separation relates to environmental and cultural factors

psychological noise - the thoughts and feelings that distract people from listening to what is said

purposes for speaking – the reasons we speak; to inform and to persuade

R

rank - a judge's ordering, from best to worst, of speakers in a debate or speaking event

rate - a numerical score that reflects how well the judge felt a debater in a debate

S

semantic noise - interference caused by words that trigger strong negative feelings against the speaker or the content of the speech

slander – the utterance or false charges or misrepresentations which defame and damage another's reputation

sound – the sensation perceived by the sense of hearing

space – the different distances in which communication takes place

spatial order - a pattern of organization in which items are arranged according to their position in space

speaker - a person who orally communicates to an audience

speaker points – the total number of points a debater receives from judge ratings in a debate round or during preliminary rounds during a tournament

specific purpose - the specific goal of a speech, stated in a complete sentence

stage fright - the nervousness that speakers feel before and during the presentation of their speeches

state events – the events approved for competitive speech by the Kansas State High School Activities Association; duet acting, improvised duet acting, humorous and serious solo acting, prose and poetry interpretation, original oration, informative speaking, extemporaneous speaking (domestic and international), and one act play

stereotyped movements – movement that lacks originality or individuality

supporting detail - examples, statistics, facts which are usually in the form of evidence; these explain and prove the main and subordinate ideas

supporting ideas - the examples, facts, statistics, reasons, anecdotes, or expert testimony that a speaker uses to back up main ideas

syntax – the way in which words are put together to form phrases, clauses, or sentences

T

target audience – the group toward which the message is intended

tone – the speaker's attitude or feeling toward a subject and an audience

topical order - a pattern of organization in which a topic is broken down into parts that are then arranged in an order determined by the speaker

transitions - a connection between ideas in a speech or arguments in a case

types of speeches – informative and persuasive

U

unintended pauses – a break in the delivery that disrupts the flow of the presentation

V

value debate – argumentation that discusses the ideal toward which people strive

value proposition – the topic of debate; a stand on an issue that the affirmative supports and the negative rejects

verbal communication – a system of spoken and/or written words

verbal cues – a word or group of words uttered vocally

verbal pauses - the meaningless speech sounds that speakers use to fill time

viable fact – one that applies to what is being reported

visual cue – a sign or signal intended to communicate or to make a point

visual message – a message that is primarily sight oriented

vocal variation - the change in one's voice, including speaking at different rates of speed, changing vocal tone, inflecting, and changing volume

vocalized pauses - the meaningless speech sounds that speakers use to fill time

volume - the intensity of sound

W

word choice – selecting the appropriate term to fit the purpose