

**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.**

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

**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.**

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

**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.**

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

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

**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).**

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

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

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

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

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

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

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

<b>Advanced Level Knowledge Base Indicators</b>	<b>Instructional Examples</b>
<p><b>The student</b></p> <ol style="list-style-type: none"><li>1. analyzes and evaluates the quality of own journalistic product.</li><li>2. analyzes and evaluates the quality of a journalistic product created by others.</li><li>3. analyzes and evaluates the amount and effective use of bias and/or propaganda in own product.</li><li>4. analyzes the anticipated reaction of the product on the target audience.</li></ol>	<p><b>The student</b></p> <ul style="list-style-type: none"><li>• discusses in class, the strengths and weaknesses of their product.</li><li>• evaluates other student created product*.</li><li>• lists the reaction they want from the target audience.</li><li>• evaluates a product as to who they think the target audience is then, compares their analysis with the actual target audience.</li></ul>
<p><b>Teacher Notes:</b> * 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><b>The student</b></p> <ol style="list-style-type: none"> <li>1. defines <i>tone</i>.</li> <li>2. defines eye contact.</li> <li>3. defines <i>feedback</i></li> <li>4. defines gestures.</li> <li>5. defines <i>pitch</i>.</li> <li>6. defines <i>rate</i>.</li> <li>7. defines volume.</li> <li>8. defines posture.</li> <li>9. defines poise.</li> <li>10. defines appropriate appearance.</li> <li>11. defines <i>non-word sounds</i>.</li> <li>12. defines <i>body movement</i>.</li> </ol>	<p><b>The student</b></p> <ul style="list-style-type: none"> <li>• writes and/or explains the <i>nonverbal communication</i> basic indicator terms.</li> </ul>
<p><b>Teacher Notes:</b></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><b>The student</b></p> <ol style="list-style-type: none"> <li>1. uses and understands appropriate tone in an oral presentation.</li> <li>2. has eye contact with their audience.</li> <li>3. recognizes audience feedback.</li> <li>4. uses some gestures</li> <li>5. identifies their <i>natural pitch</i>.</li> <li>6. uses a normal rate of delivery.</li> <li>7. uses proper volume.</li> <li>8. demonstrates correct posture.</li> <li>9. uses proper poise for the situation.</li> <li>10. demonstrates appropriate appearance.</li> <li>11. uses only appropriate non-word sounds.</li> <li>12. uses appropriate body movement.</li> </ol>	<p><b>The student</b></p> <ul style="list-style-type: none"> <li>• demonstrates appropriate nonverbal communication based on teacher prompts.</li> <li>• reads to the audience and makes eye contact while reading.</li> <li>• role plays how to react in a given situation.</li> <li>• wears to class appropriate clothing for a given communications assignment (dress for success).</li> <li>• becomes aware of non-word sounds they use and the need to eliminate their use.</li> </ul>
<p><b>Teacher Notes:</b>            *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.**

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

<b>Advanced Level Knowledge Base Indicators</b>	<b>Instructional Examples</b>
<p><b>The student</b></p> <ol style="list-style-type: none"><li>1. analyzes the use of tone in an oral performance.</li><li>2. analyzes the use of eye contact in an oral performance.</li><li>3. adapts to audience feedback.</li><li>4. analyzes the use of gestures in an oral performance.</li></ol>	<p><b>The student</b></p> <ul style="list-style-type: none"><li>• watches a speech and explains the speaker’s use of tone, eye contact, and gestures.</li></ul>
<p><b>Teacher Notes:</b></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><b>The student</b></p> <ol style="list-style-type: none"> <li>1. defines different <i>types of speeches</i>.</li> <li>2. defines <i>word choice</i>.</li> <li>3. defines organizational patterns.</li> <li>4. defines transitions.</li> <li>5. defines introduction.</li> <li>6. defines body.</li> <li>7. defines conclusion.</li> <li>8. defines supporting details.</li> <li>9. defines visual aids.</li> <li>10. defines <i>verbal pauses/fillers</i>.</li> <li>11. defines the types of <i>verbal communication</i>.</li> <li>12. defines audience analysis.</li> <li>13. defines how to select and narrow topic.</li> <li>14. defines noise.</li> <li>15. defines verbal inflection.</li> <li>16. defines <i>stage fright</i>.</li> <li>17. defines the use of time.</li> <li>18. defines propaganda and faulty reasoning.</li> </ol>	<p><b>The student</b></p> <ul style="list-style-type: none"> <li>• writes and/or explains verbal communication basic indicator terms.</li> </ul>
<p><b>Teacher Notes:</b></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><b>The student</b></p> <ol style="list-style-type: none"> <li>1. identifies correct word choice.</li> <li>2. identifies the different organizational patterns.</li> <li>3. identifies the use of transitions.</li> <li>4. identifies the components of an introduction.</li> <li>5. identifies the components of the body of an oral presentation.</li> <li>6. identifies the components of the conclusion of an oral presentation.</li> <li>7. chooses a variety of supporting details.</li> <li>8. chooses and creates visual aids.</li> <li>9. avoids verbal pauses/fillers.</li> <li>10. writes an appropriate audience analysis rubric.</li> <li>11. selects and narrows a topic.</li> <li>12. adjusts their oral presentation to compensate for noise.</li> <li>13. uses verbal inflection appropriately in an oral presentation.</li> <li>14. recognizes stage fright is composed of over and under confidence.</li> <li>15. recognizes stage fright is composed of over and under confidence.</li> <li>16. recognizes propaganda and faulty reasoning.</li> </ol>	<p><b>The student</b></p> <ul style="list-style-type: none"> <li>• analyzes a written speech for word choice.</li> <li>• tells which type of organizational pattern is used in a given speech.</li> <li>• explains why a speaker uses a specific transition.</li> <li>• explains the parts of a written introduction, body, and conclusion.</li> <li>• chooses at least three different types of supporting details.</li> <li>• creates and uses visual aids (PowerPoint, poster, writing on the board, flip chart).</li> <li>• presents the rubric to the class for evaluation.</li> <li>• uses a graphic organizer to demonstrate narrowing of a topic.</li> <li>• demonstrates inflection.</li> </ul>
<p><b>Teacher Notes:</b></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><b>The student</b></p> <ol style="list-style-type: none"> <li>1. writes different types of speeches.</li> <li>2. uses effective word choice.</li> <li>3. chooses the most effective organizational pattern.</li> <li>4. chooses proper transitions.</li> <li>5. composes an appropriate introduction.</li> <li>6. identifies the components of the body of an oral presentation.</li> <li>7. identifies the components of the conclusion of an oral presentation.</li> <li>8. chooses appropriate supporting details.</li> <li>9. effectively uses visual aids in the presentation.</li> <li>10. effectively administers an audience analysis rubric.</li> <li>11. uses verbal inflection appropriately in an oral presentation.</li> <li>12. uses stage fright effectively to enhance an oral presentation.</li> <li>13. is selective in the use of propaganda and faulty reasoning.</li> </ol>	<p><b>The student</b></p> <ul style="list-style-type: none"> <li>• delivers a speech using appropriate word choice.</li> <li>• writes an outline using the appropriate organizational pattern for a speech.</li> <li>• writes a speech identifying the transitions.</li> <li>• writes a speech with an introduction, body, and conclusion.</li> <li>• uses at least three different types of <i>supporting details</i>.</li> <li>• uses visual aids effectively.</li> <li>• compiles information gathered from the audience analysis rubric.</li> <li>• demonstrates increased <i>vocal variation, facial expression, and/or gesturing</i> in an oral presentation.</li> </ul>
<p><b>Teacher Notes:</b></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><b>The student</b></p> <ol style="list-style-type: none"> <li>1. delivers a speech effectively dependant on its type.</li> <li>2. analyzes word choice.</li> <li>3. analyzes the use of different organizational patterns.</li> <li>4. analyzes the use of transitions.</li> <li>5. analyzes the effectiveness of introductions.</li> <li>6. analyzes the effectiveness of the body of an oral presentation.</li> <li>7. analyzes the effectiveness of the conclusion of an oral presentation.</li> <li>8. analyzes the impact of the supporting details on the oral presentation.</li> <li>9. analyzes the impact of the visual aids on the oral presentation.</li> <li>10. analyzes and uses an audience analysis rubric to make the oral presentation appropriate for the audience.</li> <li>11. effectively uses propaganda and faulty reasoning to reach the desired effect.</li> </ol>	<p><b>The student</b></p> <ul style="list-style-type: none"> <li>• evaluates a <i>formal</i> speech presentation using a teacher supplied <i>rubric</i> containing all components of verbal communication.</li> </ul>
<p><b>Teacher Notes:</b></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><b>The student</b></p> <ol style="list-style-type: none"> <li>1. defines <i>interpersonal communication</i>.</li> <li>2. defines the different types of interpersonal communication, such as group, public, one-to-one, mass, and electronic.</li> <li>3. defines the different roles in interpersonal communication.</li> <li>4. defines <i>intrapersonal communication</i>.</li> <li>5. defines perception.</li> <li>6. defines self-concept.</li> <li>7. defines and is aware of the effects of <i>psychological, physical, and semantic noise</i>.</li> <li>8. defines appropriate social skill(s) in interpersonal communication.</li> </ol>	<p><b>The student</b></p> <ul style="list-style-type: none"> <li>• writes the definition for the different components of interpersonal and intrapersonal communication.</li> </ul>
<p><b>Teacher Notes:</b></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><b>The student</b></p> <ol style="list-style-type: none"> <li>1. identifies the different types of interpersonal communication: group, public, one-to-one, mass, and electronic.</li> <li>2. determines the impact of perception and self-concept on intrapersonal communication.</li> <li>3. identifies the different roles people assume in a group.</li> <li>4. identifies the impact of <i>psychological noise</i> on interpersonal and intrapersonal communication.</li> <li>5. identifies the impact of <i>physical noise</i> on interpersonal and intrapersonal communication.*</li> <li>6. identifies when they are not using appropriate social skills.</li> </ol>	<p><b>The student</b></p> <ul style="list-style-type: none"> <li>• makes a collage for each type of interpersonal communication.</li> <li>• watches a video about bullying and talks about the impact it has on a person.</li> <li>• participates in a <i>group discussion</i> and writes down the student's name that fills each role.</li> <li>• reflects on what he/she was thinking during a presentation.</li> </ul>
<p><b>Teacher Notes:</b>                      * 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><b>The student</b></p> <ol style="list-style-type: none"> <li>1. participates in the different types of interpersonal communication.</li> <li>2. uses perception and self-concept to enhance interpersonal communication.</li> <li>3. fills a role in a group.</li> <li>4. compensates/overcomes the negative impact of psychological noise on interpersonal and intrapersonal communication.*</li> <li>5. compensates/overcomes the negative impact of physical noise on interpersonal and intrapersonal communication.*</li> <li>6. uses appropriate social skills.</li> </ol>	<p><b>The student</b></p> <ul style="list-style-type: none"> <li>• participates in a telephone conversation.</li> <li>• draws from personal experience to communicate an idea.</li> <li>• plays different group roles in a group discussion.</li>   <li>• relates how he/she is going to remain focused during a presentation.</li> </ul>
<p><b>Teacher Notes:</b>                      * 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.

<b>Advanced Level Knowledge Base Indicators</b>	<b>Instructional Examples</b>
<p><b>The student</b></p> <ol style="list-style-type: none"><li>1. incorporates the appropriate types of interpersonal communication skills into a variety of situations.</li><li>2. fills various roles in a group based on its dynamics.</li><li>3. uses psychological noise positively in interpersonal communication.</li><li>4. uses physical noise positively in interpersonal communication.</li></ol>	<p><b>The student</b></p> <ul style="list-style-type: none"><li>• gives a formal oral presentation.</li><li>• participates in a group discussion filling needed roles.</li><li>• tells what psychological noise they are experiencing and how that could benefit them.</li></ul>
<p><b>Teacher Notes:</b></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><b>The student</b></p> <ol style="list-style-type: none"> <li>1. lists and defines the different state and/or <i>national events</i>.*</li> <li>2. defines appropriate dress.</li> <li>3. defines appropriate tournament etiquette.</li> <li>4. defines the purpose of the critique.</li> <li>5. defines constructive criticism.</li> <li>6. defines various tournament structures.</li> <li>7. defines quality performance literature.</li> <li>8. defines the steps in <i>cutting</i> material for performance.</li> <li>9. defines the components of an introduction for interpretation and acting events.</li> <li>10. defines methods for developing a character.</li> <li>11. defines the parts of an improvised duet acting scene.</li> <li>12. defines the four types of delivery which include impromptu, extemporaneous, <i>manuscript</i>, memorized.</li> </ol>	<p><b>The student</b></p> <ul style="list-style-type: none"> <li>• writes the definition for the different components of <i>competitive speech</i>.</li> <li>• makes a collage of pictures showing appropriate attire.</li> <li>• role plays a situation showing proper or improper etiquette.</li> </ul>
<p><b>Teacher Notes:</b>            * For national events see <a href="http://www.ncfl.org">www.ncfl.org</a> and <a href="http://www.nflonline.org">www.nflonline.org</a>            For Kansas events see Kansas State High School Activities Association (KSHSAA) speech and drama rules manual or contact KSHSAA in Topeka, Kansas. <a href="http://www.kshsaa.org">www.kshsaa.org</a></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><b>The student</b></p> <ol style="list-style-type: none"> <li>1. accurately interprets the state and/or national rules for the different events.</li> <li>2. identifies inappropriate dress.</li> <li>3. identifies inappropriate etiquette.</li> <li>4. identifies the critique.</li> <li>5. understands constructive criticism.</li> <li>6. functions within the various tournament structures.*</li> <li>7. differentiates between quality and nonquality material.</li> <li>8. differentiates between quality and nonquality editing.</li> <li>9. recognizes a quality introduction.</li> <li>10. understands the differences among characters.</li> <li>11. recognizes the parts of an improvised duet acting scene.</li> <li>12. identifies the four types of delivery, which include impromptu, extemporaneous, <i>manuscript</i>, memorized.</li> </ol>	<p><b>The student</b></p> <ul style="list-style-type: none"> <li>• writes the key parts of the rules for each event.</li> <li>• chooses pictures of appropriately dressed people from teacher supplied pictures.</li> <li>• writes a list of inappropriate etiquette.</li> <li>• appropriately explains their interpretation of the judge’s comments on the ballot.**</li> <li>• explains and/or attends some tournaments having different structures.</li> </ul>
<p><b>Teacher Notes:</b></p> <p>* There are basically two different types of tournament structures:</p> <ol style="list-style-type: none"> <li>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.</li> <li>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).</li> </ol> <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><b>The student</b></p> <ol style="list-style-type: none"> <li>1. identifies when state and/or national rules are not followed.*</li> <li>2. dresses appropriately.</li> <li>3. uses appropriate tournament etiquette.</li> <li>4. adapts to the critique.</li> <li>5. accepts constructive criticism.</li> <li>6. finds quality material.</li> <li>7. makes initial <i>cuts</i>.</li> <li>8. writes a quality introduction.</li> <li>9. portrays different characters.</li> <li>10. uses the parts of an improvised duet acting scene to create a coherent performance.</li> </ol>	<p><b>The student</b></p> <ul style="list-style-type: none"> <li>• evaluates classmates/their own performance using a teacher provided rubric.</li> <li>• performs in class wearing appropriate tournament attire.</li> <li>• participates in a <i>mock tournament</i>.</li> <li>• observes classmates in final rounds and evaluates the performance.</li> </ul>
<p><b>Teacher Notes:</b>            * For national events see <a href="http://www.ncfl.org">www.ncfl.org</a> and <a href="http://www.nflonline.org">www.nflonline.org</a>.            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><b>The student</b></p> <ol style="list-style-type: none"> <li>1. accepts the consequences of following or not following the state and/or national rules.</li> <li>2. accepts comments from the written critique about inappropriate dress.</li> <li>3. accepts the consequences for not using appropriate etiquette.</li> <li>4. uses constructive criticism to improve his/her performance.</li> <li>5. modifies material to make a quality performance <i>cutting</i>.</li> <li>6. adapts characters to meet the critique's input, if appropriate.</li> <li>7. adapts to the critique's input for his/her next performance, if appropriate.</li> </ol>	<p><b>The student</b></p> <ul style="list-style-type: none"> <li>• does not blame the judge for comments on the ballots.</li> <li>• corrects their performance based on the valid criticism as pointed out by the judge and teacher.</li> </ul>
<p><b>Teacher Notes:</b></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><b>The student</b></p> <ol style="list-style-type: none"> <li>1. defines competitive policy debate.</li> <li>2. defines appropriate dress.</li> <li>3. defines appropriate etiquette.</li> <li>4. defines the purpose of the critique.</li> <li>5. defines constructive criticism.</li> <li>6. defines various tournaments structures.</li> <li>7. recites the <i>policy debate resolution</i>.</li> <li>8. defines the structure of a policy debate round.</li> <li>9. defines the stock issues of policy debate.</li> <li>10. defines other terms used in policy debate.*</li> <li>11. defines <i>negative positions</i> in policy debate.</li> <li>12. defines the different <i>affirmative case structures</i> in policy debate.**</li> <li>13. defines steps of note taking (<i>flowing</i>).</li> <li>14. defines cross-examination.</li> </ol>	<p><b>The student</b></p> <ul style="list-style-type: none"> <li>• writes and/or explains policy debate basic indicator terms.</li> </ul>
<p><b>Teacher Notes:</b></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"> <li>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.</li> <li>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</li> </ol>	

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><b>The student</b></p> <ol style="list-style-type: none"> <li>1. identifies inappropriate dress.</li> <li>2. identifies inappropriate etiquette.</li> <li>3. identifies the critique.</li> <li>4. understands constructive criticism.</li> <li>5. functions within the various tournament structures.</li> <li>6. identifies and defines the different parts of the policy debate resolution.</li> <li>7. debates within the structure of a policy debate round.</li> <li>8. debates the stock issues throughout a policy debate.</li> <li>9. structures a negative position in a policy debate.</li> <li>10. structures an affirmative case in policy debate.</li> <li>11. flows a round of policy debate.</li> <li>12. asks and answers basic cross-examination questions.</li> </ol>	<p><b>The student</b></p> <ul style="list-style-type: none"> <li>• chooses pictures of appropriately-dressed people from teacher supplied pictures.</li> <li>• writes a list of inappropriate etiquette.</li> <li>• explains their interpretation of the judge’s comments on the ballot.</li> <li>• explains and/or attends some tournaments having different structures.</li> <li>• lists the appropriate parts, and writes the key terms for policy debate, using the current resolution,.*</li> <li>• participates in practice rounds.</li> <li>• writes blocks for key terms in the resolution and briefs** for affirmative and negative positions.</li> <li>• answers cross-examination questions asked by the class about his/her first affirmative.</li> </ul>
<p><b>Teacher Notes:</b>            *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.**

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

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

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

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

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