

**10.LVS.1.1** Students can **analyze** visual and auditory impact on the credibility and reliability of the message.

**Blooms Level:** Analysis

**Learning targets to meet this standard:**

- Identify visual cues - facial expressions, gestures, posture
- Identify auditory elements - rate, tone, volume, inflection, enunciation

**Verbs Defined:**

- Analyze - examine

**Key Terms Defined:**

- Impact - influence
- Credibility - believability
- Reliability - trustworthiness

**Teacher Speak:**

Students can analyze (examine) visual and auditory impact (influence) on the credibility (believability) and reliability (trustworthiness) of the message.

**Student Speak:**

I can examine (analyze) visual and auditory influence (impact) on the believability (credibility) and trustworthiness (reliability) of the message.

**Possible resources/references:**

**10.LVS.1.2** Students can **evaluate** the effectiveness of arguments used by speakers.

**Blooms Level:** Evaluation

**Learning targets to meet this standard:**

- Identify arguments used by the speaker
- Identify criteria used to determine effectiveness

**Verbs Defined:**

- Evaluate - judge

**Key Terms Defined:**

- Effectiveness - ability to achieve purpose
- Arguments - points of view and supporting evidence

**Teacher Speak:**

Students can evaluate (judge) the effectiveness (ability to achieve purpose) of arguments (points of view and supporting evidence) used by speakers.

**Student Speak:**

I can judge (evaluate) the ability to achieve purpose (effectiveness) in points of view and in supporting evidence (arguments) used by speakers.

**Possible resources/references:**

**10.LVS.1.3** Students can **analyze** how verbal and nonverbal communication can influence the interpretation of the message.

**Blooms Level:** Analysis

**Learning targets to meet this standard:**

- Identify nonverbal cues
- Identify verbal cues
- Recognize facial expressions, gestures, posture, pitch and tone of voice

**Verbs Defined:**

- Analyze - examine

**Key Terms Defined:**

- Influence - change
- Interpretation - understanding of the meaning

**Teacher Speak:**

Students can analyze (examine) how verbal and nonverbal communication can influence (change) the interpretation (understanding of the meaning) of the message.

**Student Speak:**

I can examine (analyze) how verbal and nonverbal communication can change (influence) the understanding of the meaning (interpretation) of the message.

**Possible resources/references:**

**10.LVS.1.4** Students can **clarify** and **defend** positions with precise and relevant evidence in a formal presentation or speech.

**Blooms Level:** Application

**Learning targets to meet this standard:**

- Establish a position
- Recognize logical fallacies
- Construct logical arguments
- Develop effective introduction and conclusion
- Select appropriate organizational pattern
- Determine appropriate evidence

**Verbs Defined:**

- Clarify - explain
- Defend - support

**Key Terms Defined:**

- Positions - points of view
- Formal - structured

**Teacher Speak:**

Students can clarify (explain) and defend (support) positions (points of view) with precise and relevant evidence in a formal (structured) presentation or speech.

**Student Speak:**

I can explain (clarify) and support (defend) points of view (positions) with precise and relevant evidence in a structured (formal) presentation or speech.

**Possible resources/references:**

**10.LVS.1.5** Students can **monitor** audience for nonverbal feedback and **adjust** delivery in a formal presentation or speech.

**Blooms Level:** Synthesis

**Learning targets to meet this standard:**

- Recognize positive and negative nonverbal feedback
- Recognize methods of adjusting delivery

**Verbs Defined:**

- Monitor - observe
- Adjust - change

**Key Terms Defined:**

- Formal - structured

**Teacher Speak:**

Students can monitor (observe) audience for nonverbal feedback and adjust (change) delivery in a formal (structured) presentation or speech.

**Student Speak:**

I can observe (monitor) audience for nonverbal feedback and change (adjust) delivery in a structured (formal) presentation or speech.

**Possible resources/references:**

**10.LVS.1.6** Students can **evaluate** the relationship among purpose, audience, and content of speeches or presentations.

**Blooms Level:** Evaluation

**Learning targets to meet this standard:**

- Identify purpose, audience, and content
- Establish appropriate criteria for evaluation

**Verbs Defined:**

- Evaluate - judge

**Key Terms Defined:**

**Teacher Speak:**

Students can evaluate (judge) the relationship among purpose, audience, and content of speeches or presentations.

**Student Speak:**

I can judge (evaluate) the relationship among intended purpose, audience, and content of speeches or presentations.

**Possible resources/references:**

**10.LVS.1.7** Students can **incorporate** verbal techniques in formal speeches or presentations.

**Blooms Level:** Application

**Learning targets to meet this standard:**

- Identify pitch, tone, volume, rate, inflections, and enunciation

**Verbs Defined:**

- Incorporate - use

**Key Terms Defined:**

- Formal – structured

**Teacher Speak:**

Students can incorporate (use) verbal techniques in formal (structured) speeches or presentations.

**Student Speak:**

I can use (incorporate) verbal techniques in structured (formal) speeches or presentations.

**Possible resources/references:**

WORKING DOCUMENT

**10.LVS.1.8** Students can **construct** and **deliver** a variety of formal speeches or presentations.

**Blooms Level:** Synthesis

**Learning targets to meet this standard:**

- Develop effective introductions and conclusions
- Identify appropriate supporting strategies

**Verbs Defined:**

- Construct - gather material and write
- Deliver - present

**Key Terms Defined:**

- Variety of formal speeches or presentations - persuasive, narrative, demonstrative, or informative

**Teacher Speak:**

Students can construct (gather material and write) and deliver (present) a variety of formal speeches or presentations (persuasive, narrative, demonstrative, or informative).

**Student Speak:**

I can gather material, write (construct), and present (deliver) persuasive, narrative, demonstrative, or informative speeches or presentations (a variety of formal speeches or presentations).

**Possible resources/references:**