

Power Benchmarks

Language Arts Standard: Students will apply reading, writing, and speaking skills to communicate effectively.

Sixth Grade Communication

Communication Power Benchmark: Students will be able to use speaking and listening strategies and technological tools to learn and communicate in a variety of situations.

Grade Level Benchmark	Vocabulary	Skills	Classroom Resources
a. Adjust spoken language to communicate effectively with a variety of audiences for different purposes.	<ul style="list-style-type: none"> • Adjust • Effectively • Non-verbal cues • Audience • Purpose • Analyze 	<ul style="list-style-type: none"> • Communicate needs appropriately. • Participate in group discussion. • Listen actively. • Recognize and adjust response to non-verbal cues. • Match purpose to audience. • Match level of formality to audience/purpose. 	
b. Use Standard English in the classroom setting.	<ul style="list-style-type: none"> • Enunciation • Fluency • Articulation • Formal/informal speech • Subject/verb agreement • Auxiliary/helping verb 	<ul style="list-style-type: none"> • Eliminate subject/verb agreement problems in formal and informal speech. • Include auxiliary/helping verb in communication (e.g., I gone/He done should be I am gone/He is done). 	
c. Use technology to enhance process and presentation.	<ul style="list-style-type: none"> • Computer programs • Internet • Search engines • Spreadsheet • E-locker • E-desk 	<ul style="list-style-type: none"> • Use computer programs such as PowerPoint, Word, Excel, and Publisher to enhance process and presentation. • Use the Internet to enhance the process and presentation. • Use search engines to enhance process. • Use E-lockers and E-desk to enhance sharing of information, process, and product. 	Building Media Specialist Technology Help Desk: 563-336-3815

Seventh Grade Communication

Communication Power Benchmark: Students will be able to use speaking and listening strategies and technological tools to learn and communicate in a variety of situations.

Grade Level Benchmark	Vocabulary	Skills	Classroom Resources
a. Adjust spoken language to communicate effectively	<ul style="list-style-type: none"> • Adjust • Effectively 	<ul style="list-style-type: none"> • Communicate needs appropriately. • Use appropriate voice tone. 	

with a variety of audiences for different purposes.	<ul style="list-style-type: none"> • Non-verbal cues • Audience • Purpose • Analyze • Voice tone • Physical demeanor 	<ul style="list-style-type: none"> • Participate in group discussion. • Listen actively. • Recognize and adjust response to non-verbal cues. • Match purpose to audience. • Match level of formality to audience/purpose. 	
b. Use Standard English in the classroom setting.	<ul style="list-style-type: none"> • Enunciation • Fluency • Articulation • Subject/verb agreement • Auxiliary/helping verb 	<ul style="list-style-type: none"> • Eliminate subject verb agreement problems in informal and formal speech. • Include auxiliary/helping verb in communication (e.g., I gone/He done should be I am gone/He is done). 	
c. Use technology to enhance process and presentation.	<ul style="list-style-type: none"> • Computer programs • Search engines • Spreadsheets • E-lockers • E-desk 	<ul style="list-style-type: none"> • Use computer programs such as PowerPoint, Word, Excel, and Publisher to enhance process and presentation. • Use the Internet to enhance the process and presentation. • Use search engines to enhance process. • Use E-lockers and E-desk to enhance sharing of information, process, and product. 	<p>Building Media Specialist</p> <p>Technology Help Desk: 563-336-3815</p>

Eighth Grade Communication

Communication Power Benchmark: Students will be able to use speaking and listening strategies and technological tools to learn and communicate in a variety of situations.

Grade Level Benchmark	Vocabulary	Skills	Classroom Resources
a. Choose the formal or informal register depending upon audience and context.	<ul style="list-style-type: none"> • Formal/informal register • Audience • Context • Active listening • Job interview readiness • Subject/verb agreement 	<ul style="list-style-type: none"> • Communicate needs appropriately. • Use appropriate voice tone. • Participate in group discussion. • Listen actively. • Recognize and adjust response to non-verbal cues. • Match purpose to audience. • Match use of formal and informal register to audience/purpose. 	
b. Use Standard English in the classroom setting.	<ul style="list-style-type: none"> • Enunciation • Fluency • Articulation • Subject/verb agreement • Auxiliary/helping 	<ul style="list-style-type: none"> • Eliminate subject verb agreement problems in informal and formal speech. • Include auxiliary/helping verb in communication (e.g., I gone/He done should be I am gone/He is done). 	

	verb		
c. Develop discussion skills.	<ul style="list-style-type: none"> • Interruption • Enunciation • Fluency • Articulation • Physical demeanor • Patience/taking turns • Listening • Justification 	<ul style="list-style-type: none"> • Engage appropriately in discussion. • Avoid interrupting the speaker. • Demonstrate patience—wait time. • Practice constructive criticism. • Practice tolerance. 	
d. Use technology to enhance process and presentation.	<ul style="list-style-type: none"> • Computer programs • Search engines • Spreadsheets • E-lockers • E-desk 	<ul style="list-style-type: none"> • Use computer programs such as PowerPoint, Word, Excel, and Publisher to enhance process and presentation. • Use the Internet to enhance the process and presentation. • Use search engines to enhance process. • Use E-lockers and E-desk to enhance sharing of information, process, and product. 	<p>Building Media Specialist</p> <p>Technology Help Desk: 563-336-3815</p>

9th - 10th Grade Communication

Communication Power Benchmark: Students will be able to use speaking and listening strategies, and technological tools to learn and communicate in a variety of situations.

Grade Level Benchmark	Vocabulary	Skills	Classroom Resources
a. Communicate in group discussions and formal presentations and evaluate own and others' effectiveness.	<ul style="list-style-type: none"> • Accuracy • Relevance • Organization • Clarity • Relationships • Purpose • Audience • Content • Arguments • Evaluation 	<ul style="list-style-type: none"> • Organize, prepare, and present a speech in front of an audience. • Participate effectively in group discussion. • Evaluate speaking strengths and weaknesses in self and others. • Listen actively 	<p>Speech: Galvin, et al. <u>The Basics of Speech</u>. New York: McGraw Hill, 1994.</p>
b. Locate and organize specific data to support and document a viewpoint.	<ul style="list-style-type: none"> • Viewpoint • Outline • Research • Summarize 	<ul style="list-style-type: none"> • Utilize technology to research a viewpoint. • Follow organizational patterns and guidelines for speech. • Organize and outline a speech. • Take notes in a variety of formats. • Document outside references. 	<p>Research Resources: Davenport Community Schools. <u>Pathways to Knowledge Research Model</u>. Davenport: Davenport Community Schools, 2003.</p> <p>Davenport Community</p>

			Schools. <u>Research Paper Format Guidelines</u> . Davenport: Davenport Community Schools, Current Edition
c. Use appropriate language and vocabulary for the audience and situation.	<ul style="list-style-type: none"> • Formal/informal • Anecdotes • Audience • Parallel structure • References Persuasion	<ul style="list-style-type: none"> • Analyze audience to determine language usage and style. • Evaluate situation to determine language usage and style. • Establish a purpose for communication. • Use dictionaries and thesauri to adjust vocabulary to fit audience and situation 	
d. Demonstrate confident delivery techniques	<ul style="list-style-type: none"> • Poise • Control • Eye contact • Vocal cues • Posture • Spatial relations • Intonation • Articulation • Enunciation • Impromptu • Extemporaneous • Verbal language • Nonverbal language 	<ul style="list-style-type: none"> • Demonstrate appropriate delivery techniques. • Identify effective delivery techniques in other speeches. • Employ a variety of delivery techniques in speeches. 	
e. Adjust listening skills to situation.	<ul style="list-style-type: none"> • Listening • Hearing • Empathic • Appreciative • Comprehensive • Critical • Discriminative • Active • Passive 	<ul style="list-style-type: none"> • Differentiate between hearing and listening. • Utilize listening skills appropriate to content. • Employ active listening techniques to respond effectively to content. 	
f. Use technology to enhance process and presentation.	<ul style="list-style-type: none"> • Internet • Search Engine • Spreadsheet • E-lockers • E-desk 	<ul style="list-style-type: none"> • Use computer programs such as Microsoft Word Microsoft Excel, Microsoft PowerPoint. • Use the Internet. • Use search engines to locate information. • Utilize on-line database. • Use E-lockers and E-desk to enhance sharing of information, process, and product. 	Technology Help Desk 563-336-3815

11th - 12th Grade Communication

Communication Power Benchmark: *Students will be able to use speaking and listening strategies, and technological tools to learn and communicate in a variety of situations.*

Grade Level Benchmark	Vocabulary	Skills	Classroom Resources
a. Communicate in group discussions and formal presentations.	<ul style="list-style-type: none"> • Accuracy • Relevance • Organization • Clarity • Relationships • Purpose • Audience • Content • Arguments 	<ul style="list-style-type: none"> • Organize, prepare, and present a speech in front of an audience. • Participate effectively in group discussion. 	<p>Public Speaking and Advanced Public Speaking:</p> <p>Buy and Corbin. <u>Creative Speaking</u>. New York: McGraw Hill, 1986.</p> <p>Fryer, Maridell, and Thomas. <u>Student Congress & Lincoln Douglas Debate</u>. New York: McGraw Hill, 1984.</p> <p>Goodnight, Lynn. <u>Getting Started in Debate</u>. New York: McGraw Hill, 1987.</p> <p>Thomas and Hart. <u>Advanced Debate</u>. New York: McGraw Hill, 1987.</p> <p>Research Resources:</p> <p>Davenport Community Schools. <u>Pathways to Knowledge Research Model</u>. Davenport: Davenport Community Schools, 2003.</p> <p>Davenport Community Schools. <u>Research Paper Format Guidelines</u>. Davenport: Davenport Community Schools, Current Edition.</p>
b. Evaluate own and others' speaking effectiveness.	<ul style="list-style-type: none"> • Evaluation • Listen Actively 	<ul style="list-style-type: none"> • Demonstrate awareness of strengths and weaknesses in speech. • Listen actively. 	
c. Locate and organize specific data to support and document a viewpoint.	<ul style="list-style-type: none"> • Viewpoint • Outline • Research • Summarize • Technology 	<ul style="list-style-type: none"> • Utilize varied technological resources to research a viewpoint. • Follow organizational patterns and guidelines for speech. • Organize and outline a speech. • Take notes in a variety of formats. • Document references. 	
d. Use appropriate language and vocabulary for the audience and situation.	<ul style="list-style-type: none"> • Formal/informal • Audience • References • Argumentation • Rebuttal • Refutation • Opponency • Proponency • Negative • Affirmative 	<ul style="list-style-type: none"> • Analyze audience to determine language usage and style. • Evaluate situation to determine language usage and style. • Establish a purpose for communication. • Use dictionaries and thesauri to adjust vocabulary to fit audience and situation. 	
e. Demonstrate effective delivery techniques in a variety of modes.	<ul style="list-style-type: none"> • Impromptu • Extemporaneous • Oral Interpretation • Reader's Theater 	<ul style="list-style-type: none"> • Deliver a variety of polished presentations for specific events. • Use technology in enhance presentation. 	

	<ul style="list-style-type: none"> Lincoln-Douglas Debate Ted Turner Debate Oratory 		
f. Analyze, synthesize, and evaluate verbal and nonverbal messages.	<ul style="list-style-type: none"> Analyze Synthesize Rhetoric Evaluate 	<ul style="list-style-type: none"> Critique notable presentations in print and non-print formats. 	
g. Use problem-solving strategies.	<ul style="list-style-type: none"> Problem-solving Status quo Evaluate Solutions Alternatives Implementation 	<ul style="list-style-type: none"> Ask questions to broaden and enrich discussions and solve problems. Analyze data to solve problems. Formulate implementation plans. 	Technology Help Desk 563-336-3815
h. Use technology to enhance process and presentation.	<ul style="list-style-type: none"> Internet Search engines Spreadsheet Computer programs E-locker E-desk 	<ul style="list-style-type: none"> Use computer programs such as Microsoft Word Microsoft Excel, Microsoft PowerPoint. Use the Internet. Use search engines to locate information. Utilize on-line database Use E-lockers and E-desk to enhance sharing of information, process, and product. 	
i. Expert: Understand how language influences the listener.	<ul style="list-style-type: none"> Political beliefs Social position Culture Euphemism Jargon Slang Connotation Denotation 	<ul style="list-style-type: none"> Use of appropriate persuasion techniques to attain desired outcome. Use of effective language in presentations. 	
j. Expert: Use a variety of explicit style techniques for presentations.	<ul style="list-style-type: none"> Voice modulation Inflection Tempo Enunciation Gestures 	<ul style="list-style-type: none"> Employ style techniques effectively. Develop personal delivery style. 	