

COMMUNITY UNIT SCHOOL DISTRICT 200

Communication Studies

High School – Grades: 10, 11, 12

Advanced Level – One Semester

Fulfills Communication Studies Graduation Requirement

- 1. Subject Expectation (State Goal 4) The student will listen and speak effectively in a variety of situations.**

Essential Learning 1 (Learning Standard A)	Listen effectively in formal and informal situations
---	---

- Critical Content
- 4.A.4a a. apply listening skills as individuals and members of a group in a variety of settings (e.g. lectures, discussions, conversations, team projects, presentations, interviews)
- appraise the situation and assume the appropriate listening mode
 - separate purpose, main idea, and supporting facts and details while listening
- * • determine meaning from speaker’s denotations and connotations
- * • ask probing, idea generating questions and make appropriate statements to clarify and add to meaning
- 4.A.4d b. demonstrate understanding of the relationship of verbal and nonverbal messages within a context (e.g., contradictory, supportive, repetitive, substitutive)
- critique the relationship between a speaker’s verbal communication skills (e.g., word choice, pitch, feelings, tone, voice) and nonverbal messages (e.g. eye contact, gestures, facial expressions, posture, spatial proximity)
- * • differentiate between the speaker’s factual and emotional content
- 4.A.5a c. use criteria to evaluate a variety of speakers’ verbal and nonverbal messages
- apply criteria for elements such as clarity, focus, organization, tone, and connotation in a variety of situation
- 4.A.5b d. use techniques for analysis, synthesis, and evaluation of oral messages
- paraphrase and/or summarize information with appropriate editorial comment
- * • develop and ask questions related to the content and purpose of oral/media presentations
- * • identify rhetorical components through written feedback

and oral response concerning items such as:

- ethos/pathos/logos
- exaggeration/understatement
- propaganda
- connotation
- tone/mood
- clarity

Essential Learning 2 (Learning Standard B)	Speak effectively using language appropriate to the situation and audience
---	---

- | | | | |
|------------------|--------|----|---|
| Critical Content | 4.B.4a | a. | deliver planned informative and persuasive oral presentations using visual aids and contemporary technology as individuals and members of a group; demonstrate organization, clarity, vocabulary, credible and accurate supporting evidence <ul style="list-style-type: none">• utilize available technological resources (e.g., Internet, video, overhead, pictures, maps, diagrams, PowerPoint etc.)• manage use of organizers, notes, and outlines for presentations• incorporate feedback to make impromptu modifications |
| | * | | <ul style="list-style-type: none">• analyze information to make appropriate predictions and judgments |
| | 4.B.4b | b. | use group discussion skills to assume leadership and participant roles within an assigned project or to reach a group goal <ul style="list-style-type: none">• differentiate the roles/responsibilities of both leader and group member |
| | * | | <ul style="list-style-type: none">• analyze possible discussion roles; select, evaluate, and reselect as appropriate• identify and evaluate the different styles of leadership• assume different roles within a group• participate in a group discussion• demonstrate the interpersonal communication skills needed for effective group work• demonstrate composure while confronting and rebutting opposing viewpoints |
| | 4B.5a | c. | deliver planned and impromptu oral presentations, as individuals and members of a group, conveying results of research, projects, or literature studies to a variety of audiences (e.g., peers, community, business/industry, local organizations) using appropriate visual aids and available technology <ul style="list-style-type: none">• demonstrate effective delivery skills• use appropriate nonverbal cues in delivering the message |
| | * | | <ul style="list-style-type: none">• avoid vocal fillers/pauses in all verbal communication• employ an engaging introduction, appropriate organization, and an effective conclusion |

- 4.B.5b d. use speaking skills to participate in and lead group discussions; analyze the effectiveness of the spoken interactions based upon the ability of the group to achieve its goals
- analyze and modify the verbal and nonverbal messages to suit the audience
- *
- provide feedback to groups or individuals regarding individual works through immediate oral response or written feedback comments may include:
 - what was done well or done poorly
 - what new questions developed
 - what was learned
- 4.B.5c e. implement learned strategies to self-monitor communication anxiety and apprehension (e.g., relaxation and transference techniques, scripting, extemporaneous outlining, repetitive practice)
- employ relaxation and breathing techniques
 - demonstrate appropriate rehearsal techniques

**2. Subject Expectation
(State Goal 5)**

The student will use the language arts to acquire, assess and communicate information.

Essential Learning 1 (Learning Standard A)	Locate, organize, and use information from various sources to answer questions, solve problems and communicate ideas
---	---

- Critical Content
- 5.A.4b a. design and present a project (e.g., research report, scientific study, career/higher education opportunities) using various formats from multiple sources
- present a speech which employs the use of current , credible information
- 5.A.5a b. develop a research plan using multiple forms of data
- define minimum research requirements
 - number of sources
 - various types of resources
 - primary/secondary sources
- 5.A.5b c. research, design, and present a project to an academic, business, or school community audience on a topic selected from among contemporary issues
- select a contemporary issue
 - conduct research using a variety of sources
 - document progress
 - meet deadlines for a long-term project
 - allow for assessment/adjustments throughout the preparation process
 - develop working thesis statement
 - organize and rehearse appropriately
 - present that issue to a live audience

Essential Learning 2 (Learning Standard B)	Analyze and evaluate information acquired from various sources
---	---

- | | | |
|------------------|--------|--|
| Critical Content | 5.B.4a | a. choose and evaluate primary and secondary sources (print and non-print) for a variety of purposes <ul style="list-style-type: none"> • apply research skills to meet a minimum number of sources and source type requirements to any speech that requires research |
| | 5.B.5a | b. evaluate the usefulness of information; synthesize information to support a thesis, and present information in a logical manner in oral and written forms <ul style="list-style-type: none"> • apply criteria for assessing the credibility of multiple sources of information |
| | 5.B.5b | c. credit primary and secondary sources in a form appropriate for the presentation or publication for a particular audience <ul style="list-style-type: none"> • verbally credit sources within a presentation • follow MLA format for works cited and/or bibliographies |

Essential Learning 3 (Learning Standard C)	Apply acquired information, concepts and ideas to communicate in a variety of formats
---	--

- | | | |
|------------------|--------|--|
| Critical Content | 5.C.4b | a. produce oral presentations and written documents using supportive research and incorporating contemporary technology <ul style="list-style-type: none"> • make direct connection between research and sharing information <ul style="list-style-type: none"> - limit the topic - adjust for time limits - adjust for audience - adjust for the purpose of the presentation - select appropriate supporting materials • use appropriate technology to visually and/or aurally support the presentation |
| | 5.C.5b | b. support and defend a thesis statement using various references including media and electronic resources <ul style="list-style-type: none"> • demonstrate a synthesis of all research, organization, and presentation skills to support a thesis |