

COMMUNITY UNIT SCHOOL DISTRICT 200

Communication Studies

High School – Grades: 10, 11, 12

Intermediate 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
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- 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
- 4.A.4b b. apply listening skills in practical settings (e.g., classroom note taking, interpersonal conflict situations, giving and receiving directions, evaluating persuasive messages)
- modify, control, block out both internal and external distractions
- * • focus on the speaker’s message from a variety of presentations
- * • assess the speaker’s potential bias and purpose
- 4.A.4d c. 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 d. 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 situations
- * •
- 4.A.5b e. use techniques for analysis, synthesis, and evaluation of oral messages

- identify rhetorical components through written feedback and oral response concerning items such as:
 - ethos/pathos/logos
 - propaganda
 - connotation
 - tone/mood
 - clarity

Essential Learning 2 (Learning Standard B)	Speak effectively using language appropriate to the situation and audience
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| Critical Content | 4.B.4a | a. | <p>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</p> |
| | * | | <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 |
| | 4.B.4b | b. | <p>use group discussion skills to assume leadership and participant roles within an assigned project or to reach a group goal</p> <ul style="list-style-type: none"> • differentiate the roles/responsibilities of both leader and group member • 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. | <p>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</p> <ul style="list-style-type: none"> • demonstrate effective delivery skills • use appropriate nonverbal cues in delivering the message • employ an engaging introduction, appropriate organization, and an effective conclusion |
| | 4.B.5b | d. | <p>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</p> <ul style="list-style-type: none"> • analyze and modify the verbal and nonverbal messages to suit the audience |
| | * | | <ul style="list-style-type: none"> • 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
- 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 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

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
- 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
- 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
- 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
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Critical Content

- 5.C.4b a. produce oral presentations and written documents using supportive research and incorporating contemporary technology
- make direct connection between research and sharing information
 - 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 orally support the presentation
- 5.C.5b b. support and defend a thesis statement using various references including media and electronic resources
- demonstrate a synthesis of all research, organization, and presentation skills to support a thesis