

**ACALANES UNION HIGH SCHOOL DISTRICT
COURSE OF STUDY: CURRICULAR AREA – English Elective**

<u>COURSE TITLE:</u>	Communications
<u>GRADE LEVEL(S):</u>	9-12
<u>COURSE LENGTH:</u>	1 year
<u>PREFERRED PREVIOUS COURSE OF STUDY:</u>	None
<u>CREDITS PER SEMESTER:</u>	5
<u>STANDARDS & BENCHMARKS:</u>	California Common Core State Standards: English Language Arts & Literacy
<u>GRADUATION REQUIREMENT:</u>	No
<u>UC/CSU A-G DESIGNATION:</u>	UC/CSU A-G Approved (G - College Preparatory Elective)
<u>ADOPTED by AUHSD GOVERNING BOARD:</u>	Adopted June 7, 2023

INSTRUCTIONAL MATERIALS:

Print:

- *Contemporary Public Speaking*, Norton
- *It's Interpersonal*, Norton
- *Slideology*, O'Reilly
- *Not Light but Fire*, Stenhouse
- *Win Every Argument*, Henry Holt and Co.

COURSE DESCRIPTION and OBJECTIVES:

Communications is a project-based, hands-on course that leads students to become the architects of their own message. This class combines the foundational skills of speaking, listening, and writing. Through frequent practice, students will understand how communication works. Students will look at the vital role that communication plays in developing relationships. Being understood and understanding how communication works is more important than ever in this attention economy with trends in communication both peaking and falling in the workplace and elsewhere. Additionally, students will learn about speaking for different purposes: discussing for understanding vs. arguing to win and about how communication systems can differ across cultures.

ASSESSMENT:

- Speech/Oral presentations given throughout the year
- Selected response quizzes on occasion to assess content knowledge of various areas of communication
- Informal and formal activity assessments

GRADING GUIDELINES: See AUHSD Course Mark Determination Components

COURSE CONTENT -- SCOPE and SEQUENCE

Units and Standards	Core Objectives with Assignments and Assessments
Unit I -- Introduction to Public Speaking California English Language Arts & Literacy Standards:	Unit I -- Introduction to Public Speaking Students Will: <ol style="list-style-type: none">1. Learn the difference between the topic and purpose of a speech and adapt evidence and reasoning to appeal to various audiences2. Use multiple types of evidence to support a thesis and connect that

<ul style="list-style-type: none"> • Understand and analyze structure and key elements of writing within a variety of texts. • Engage in the writing process: • Use a variety of pre-writing strategies. • Write multiple drafts. • Engage in various types of editing and revision. • Present information, findings, and supporting evidence conveying a clear and distinct perspective and a logical argument, appropriate to purpose, audience, and a range of formal and informal tasks. Use appropriate eye contact, adequate volume, and clear pronunciation 	<p>evidence to the thesis using deductive, inductive, or analogical reasoning.</p> <ol style="list-style-type: none"> 3. Demonstrate research and citation skills to be used throughout the course, in other courses, and community 4. Understand the cognitive, affective, and behavioral methods for promoting confidence and managing speaker anxiety <ol style="list-style-type: none"> a. Activity: Visualization technique and breath work activity 5. Develop an understanding of establishing credibility as a speaker for various audiences and will explore how ethics should be applied in all stages of the speech process. 6. Analyze speech writing techniques, including sentence, paragraph and global level writing, that meet the goal and purpose of the speech: persuasion, connection, motivation, storytelling, etc. <ol style="list-style-type: none"> a. Activity: TED talk analysis 7. Learn the best practices for speech delivery including volume, rate, prosody, dynamics, contrast, and a range of non-verbal elements such as posture, facial expression, eye contact, and stage work. <ol style="list-style-type: none"> a. Activity: Building your speech skills...Voice Work <p>Assessment(s)</p> <ul style="list-style-type: none"> • Selected-response assessment on speech vocabulary • Presentation -- digital medium • Final Speech performance
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<p>Unit II -- Interpersonal Communication</p> <p>California English Language Arts & Literacy Standards:</p> <ul style="list-style-type: none"> • Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed 	<p>Unit II -- Interpersonal Communication</p> <p>Students Will:</p> <ol style="list-style-type: none"> 1. Learn the principles of Interpersonal Communication (inescapable, irreversible, complicated, and contextual). <ol style="list-style-type: none"> a. Activity: Interpersonal Skills Personal assessment 2. Practice conversation skills regularly throughout the course, focusing on fluency, listening, asking questions, and confidence. <ol style="list-style-type: none"> a. Activity: Close Listening activities w/emphasis on how/whether to interrupt, feedback, agreement, defensiveness 3. Research and practice types of non-verbal communication including eye contact, facial expression, gestures, posture, and elements of one's voice. 4. Understand how social norms vary from culture to culture and across generations, including both verbal and non-verbal communication. <ol style="list-style-type: none"> a. Activity: Group role play on reducing defensiveness <p>Assessment(s)</p> <ul style="list-style-type: none"> • Verbal/Written Transcription Analysis • Group Presentations on Cultural Language Analysis
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<p>Unit III -- Communicating with Technology</p> <p>California English Language Arts / Literacy Standards:</p> <ul style="list-style-type: none"> • Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. • Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source 	<p>Unit III -- Communicating with Technology</p> <p>Students Will:</p> <ol style="list-style-type: none"> 1. Develop an understanding of the nature of communicating with technology 2. Evaluate and create slides and presentation aids with criteria for effective design and delivery <ol style="list-style-type: none"> a. Activity: Slide Analysis Activity 3. Support their spoken message with elements such as audio, visual, and physical content. 4. Understand and apply the law in crediting sources and using other people's creative work in theirs. 5. Assess their own use of texting, social media, and the good and bad sides of the disinhibition effect. <ol style="list-style-type: none"> a. Activity: Smartphone Compulsion Test 6. Identify ways to use communication technology effectively considering email etiquette, responding to conflict, digital detox and addiction, communication and sleep, attending and running online meetings <p>Assessment(s)</p> <ul style="list-style-type: none"> • Final Assessment, TED talk performance
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<p>Unit IV -- Communication, Conversation, & Conflict</p> <p>California English Language Arts / Literacy Standards:</p> <ul style="list-style-type: none"> • Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) • Come to discussions prepared, having read and researched material under study • Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. 	<p>Unit IV -- Communication, Conversation & Conflict</p> <p>Students Will:</p> <ol style="list-style-type: none"> 1. Learn the art of formal academic debate 2. Learn to argue topics of fact, value, policy, and personal action <ol style="list-style-type: none"> a. Activity: Resolution Type Activity 3. Gain practice in arguing purposefully and constructively in a casual (word choice) setting <ol style="list-style-type: none"> a. Activity: Conversation Challenge 4. Appreciate the challenges of interpersonal conflict and power in relationships 5. Explore approaches to conflict (including avoiding, competing, accommodating, collaborating, and compromising) and practice skills that encourage constructive arguing/discussion 6. Analyze, recognize, and utilize rhetorical techniques in order to persuade 7. Demonstrate the ability to discuss polarizing topics <ol style="list-style-type: none"> a. Activity: Class-Created guide 8. Learn how to introduce someone and engage in conversation with someone you just met. <ol style="list-style-type: none"> a. Activity: Introductions & networking role play <p>Assessment(s):</p> <ul style="list-style-type: none"> • Formal Debate Performance • Final Assessment, Socratic Circle/Panel Discussion • Selected Response quiz on conflict scenarios
<p>Unit V -- The Art of Exposition</p> <p>California English Language Arts / Literacy Standards:</p> <ul style="list-style-type: none"> • Conduct and synthesize research on a topic relevant to the course or student. • 	<p>Unit V -- The Art of Exposition</p> <p>Students Will:</p> <ol style="list-style-type: none"> 1. Learn the value of abstract vs. specific language to explain a topic <ol style="list-style-type: none"> a. Activity: Object Lesson in technical writing 2. Write and speak about a topic using various levels of detail <ol style="list-style-type: none"> a. Activity: Write then orate how to peel an orange 3. Discuss and practice the difference between exposition and

<ul style="list-style-type: none"> • Write to inform the audience about the research topic. 	<p>persuasion</p> <ol style="list-style-type: none"> 4. Demonstrate understanding of structure of a complex written and verbal text 5. Learn academic vocabulary of exposition and idea transfer techniques such as metaphor, transitions beyond first, next, <i>etc</i>, and outlining. 6. Learn the power of being concise <ol style="list-style-type: none"> a. Activity: Elevator Pitch <p>Assessment(s):</p> <ul style="list-style-type: none"> • Final Assessment, Pecha Kucha presentation
<p>Unit VI -- Communication & Creativity</p> <p>California English Language Arts / Literacy Standards:</p> <ul style="list-style-type: none"> • Establish clear point of view. • Create a deliberate narrative structure. • Include literary devices such as figurative language and sensory details as appropriate 	<p>Unit VI -- Communication & Creativity</p> <p>Students will:</p> <ol style="list-style-type: none"> 1. Learn the art of and science behind storytelling. <ol style="list-style-type: none"> a. Activity: How case studies capture an audience 2. Study how Poetry Slams started, why they're still around 3. Study the components of a produced podcast <ol style="list-style-type: none"> a. Activity: storyboard and transcripts of a podcast. 4. Reflect on the complexity of communication studied this year <p>Assessment(s)</p> <ul style="list-style-type: none"> • Final Speech presentation/performance, group or individual using a menu of various mediums