

	1 st Nine Weeks	2 nd Nine Weeks
<i>Unit Titles</i>	<ol style="list-style-type: none"> 1. The Art of Communication 2. Gaining CONFIDENCE 	<ol style="list-style-type: none"> 3. Speaking with a Purpose 4. Personal and Business Communication
<i>The Communication Process</i>	<ul style="list-style-type: none"> • Distinguish between Encoding, Transmitting, Decoding, Responding (1B) • Tailor communication to specific audiences (4A) • Employ organizational strategies to ensure clear communication (4D, 4E, 4F, 4G) • Understand and be able to combat the causes of communication apprehension (4H) 	<ul style="list-style-type: none"> • Analyze language used in different settings (i.e. informal, standard, technical, etc.) (1D) • Examine the proper place of tact, courtesy, and etiquette in various communication settings (2C, 2D) • Analyze best practices for roles and responsibilities in different group settings (3A, 3D, 3E, 3G) • Examine different types of speeches as they relate to differing communication purposes and the skills necessary for each – speaking to inform, speaking to persuade, etc. (4B, 4J, 4K) • Understand (and be able to effectively use in communication) research skills to gain knowledge from primary and secondary sources (4C)
<i>Roles in Communication</i>	<ul style="list-style-type: none"> • Distinguish and be able to use the skills associated with the role of the Speaker and the role of the Listener (1G, 1H) • Evaluate the effectiveness of communication in self and others (2I, 4M, 4N) 	<ul style="list-style-type: none"> • Understand ethics and responsibilities in communication (1J) • Analyze the differences in professional and social communication (1A, 2A) • Examine different types of leaders and effect of leadership skills on a group (3F, 3H) • Employ strategies for communication in groups and organizations (1K)
<i>Interpersonal Communication Skills</i>	<ul style="list-style-type: none"> • Understand the importance of nonverbal communication (1E, 1F, 4I) • Understand how the totality of communication – verbal, nonverbal, listening, etc. – affect interpersonal relationships and communication decisions (2B, 1I, 1C, 2H) 	<ul style="list-style-type: none"> • Employ proper strategies for requests – giving/receiving directions, questioning, etc. (2E) • Establish skills for proper participation in conversations and groups (2F, 3B, 3C, 3I) • Analyze skills necessary for success in interviews, resume writing, etc. (2G)

		<ul style="list-style-type: none"> • Employ strategies for effective question-and-answer sessions (4L) • Understand the impact, risks, and rewards of using technology as an aid to effective communication (4C)
<p>Evidence of Mastery</p>	<ul style="list-style-type: none"> • Teacher formative and summative assessments • Performance evaluations via speeches – topic possibilities include: “All About Me” (showcase mastery of Encoding, Transmitting, Decoding, Responding; communication apprehension; non-verbal communication); “Famous Dinner Guest” (showcase mastery of CONFIDENCE model) 	<ul style="list-style-type: none"> • Teacher formative and summative assessments • Performance evaluations via speeches – topic possibilities include: “Persuasive Appeals” (showcase mastery of persuasive techniques); “Business Pitch” (showcase mastery of group communication; professional communication; informative techniques; questioning techniques) • Mock job application/resume/interview (showcase mastery of professional communication; questioning/answering techniques, interviewing techniques)