

Oral Communication
(One Year/1 Credit)

Curriculum Framework

2012

Course Title: Oral Communication
 Course/Unit Credit: 1
 Course Number: 414010
 Teacher Licensure: Please refer to the Course Code Management System (<https://adedata.arkansas.gov/ccms/>) for the most current licensure codes.
 Grades: 9-12

Oral Communication
 (One Year/ 1 Credit)

The two-semester Oral Communication course will provide students with an understanding of the dynamics of effective communication when speaking, listening, and responding. Students will express ideas and present information in a variety of communication tasks including small group discussion, democratic decision-making, formal and informal presentations, oral interpretation of literature, and argumentation. Students will develop basic communication competencies including ethical practices in communication; recognition of communication barriers; and effective use of interpersonal communication, listening, verbal and nonverbal messages, and use of digital media. Emphasis will be placed on research skills as students prepare for formal presentations and argumentation. The two-semester course of Oral Communication fulfills the ½ unit of Oral Communication required for graduation and does not require Arkansas Department of Education approval.

Strand	Content Standard
Communication Challenges	
	1. Students will evaluate various communication challenges.
Communication Process	
	2. Students will demonstrate the communication process.
Collaborative Communication	
	3. Students will use effective forms of collaborative communication.
Public Communication	
	4. Students will use effective forms of public communication.

Note: In this document specific grade bands (9-10 and 11-12) are not included in the connections to the Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects (CCSS-ELA). The appropriate grade band should be selected based on the desired level of rigor.

Strand: Communication Challenges

Content Standard 1: Students will evaluate various communication challenges.

Connections to
CCSS – ELA

CC.1.OC2S.1	<p>Apply principles of ethical communication appropriate to context:</p> <ul style="list-style-type: none"> • <i>academic honesty</i> • bias • communication responsibility • distorted evidence • logical fallacies • plagiarism • respect for <i>diversity</i> 	<p>W.8 SL.1, SL.2, SL.3, SL.6 L.5</p>
CC.1.OC2S.2	<p>Analyze the reduction of communication barriers:</p> <ul style="list-style-type: none"> • alternate views • appropriate preparation • attitudinal • bias • communication apprehension • cultural • educational • environment • noise • nonverbal communication • perception • points of disagreement • <i>proxemics / spatial</i> • <i>reticence</i> • <i>semantics</i> • social 	<p>RI.7 W.4, W.7 SL.1a, SL.1b, SL.1d, SL.4, SL.6 L.6</p>
CC.1.OC2S.3	<p>Identify advantages and disadvantages of electronically mediated and mass communication (e.g., ethics, propaganda, proper procedures, safety)</p>	<p>SL.5</p>
CC.1.OC2S.4	<p>Analyze the types and uses of mass media:</p> <ul style="list-style-type: none"> • credibility and accuracy of sources • purpose of publication • recognizing bias 	<p>RI.6, RI.7</p>

Strand: Communication Process

Content Standard 2: Students will demonstrate the communication process.

Connections to
CCSS – ELA

CP.2.OC2S.1	<p>Analyze the effect of the communication channel on the sending and receiving of messages:</p> <ul style="list-style-type: none"> • diverse perspectives • point of view 	<p>W.4, W.7, W.9 SL.1d, SL.3, SL.4, SL.5, SL.6 L.3, L.5, L.6</p>
CP.2.OC2S.2	<p>Examine intrapersonal communication:</p> <ul style="list-style-type: none"> • goal setting • intrapersonal habits • <i>Johari Window of self-awareness</i> • Maslow’s hierarchy of needs • perceptual process • self-concept • self-confidence • self-fulfilling prophecy • self-scripts 	<p>RI.7 W.4, W.9 SL.1</p>
CP.2.OC2S.3	<p>Demonstrate mutual respect in interpersonal communication:</p> <ul style="list-style-type: none"> • aggressive • assertive • conflict-resolution strategies • passive • passive/aggressive • well-reasoned exchange of ideas 	<p>SL.1b</p>
CP.2.OC2S.4	<p>Demonstrate the ability to give and receive constructive criticism</p>	<p>SL.1, SL.3</p>
CP.2.OC2S.5	<p>Revise speech in response to critiques</p>	<p>W.5</p>
CP.2.OC2S.6	<p>Demonstrate appropriate critical, empathetic, appreciative, and reflective listening skills in formal and informal situations:</p> <ul style="list-style-type: none"> • active listening behaviors • basic logical fallacies • false assumptions • loaded terms • note taking • points of agreement and disagreement • refutation process 	<p>SL.1c, SL.1d, SL.3</p>

Strand: Communication Process

Content Standard 2: Students will demonstrate the communication process.

Connections to
CCSS – ELA

CP.2.OC2S.7	<p>Critique oral messages:</p> <ul style="list-style-type: none"> • clarity • delivery • emphasis • evidence • paradigm • point of view • reasoning • relevance • strengths and weaknesses • word choice 	W.4 SL.1c, SL.1d, SL.3
CP.2.OC2S.8	<p>Use context appropriate oral messages:</p> <ul style="list-style-type: none"> • concrete expressions of thought • connotation vs. denotation • dialects • <i>International Phonetic Alphabet</i> • jargon • slang • standard English • text complexity • words and symbols 	SL.3 L.3, L.6
CP.2.OC2S.9	Speak while maintaining a formal style and objective tone	SL.4 L.4b, L.6
CP.2.OC2S.10	<p>Demonstrate effective nonverbal communication skills:</p> <ul style="list-style-type: none"> • attire • facial expressions • gestures (e.g., emphatic, descriptive, locative, transitional, signposting, dividing) • paralanguage • platform movement • proxemics/spatial communication 	SL.1, SL.3, SL.4 L.6

Strand: Communication Process

Content Standard 2: Students will demonstrate the communication process.

Connections to
CCSS – ELA

CP.2.OC2S.11	Adjust messages based on feedback: <ul style="list-style-type: none">• audience adaptation• peer reviews• self-critique	SL.1, SL.6 L.3, L.5
CP.2.OC2S.12	Create strategic digital media presentations in a variety of communication tasks (e.g., textual, graphical, audio, visual, and interactive elements)	W.6 SL.2, SL.5 RI.7

Strand: Collaborative Communication

Content Standard 3: Students will use effective forms of collaborative communication.

Connections to
CCSS – ELA

COCO.3.OC2S.1	Participate in various communication groups (e.g., committees, forums, symposiums, work groups)	SL.1, SL.4 L.6
COCO.3.OC2S.2	Demonstrate conversation skills in informal communication: <ul style="list-style-type: none"> • extenders • openers/ice breakers • reduction of negative conversation behaviors (e.g., domination, interruptions) • self-disclosure 	SL.1c L.4, L.6
COCO.3.OC2S.3	Participate in a range of collaborative discussions: <ul style="list-style-type: none"> • justification of personal views • leadership • norms • preparation • questioning techniques • responses to diverse perspectives • roles • summarization 	SL.1 L.3, L.6
COCO.3.OC2S.4	Engage in cooperative team-building (e.g., confidence, leadership styles, learning styles, learning teams, risk-taking, task teams)	SL.1 L.6
COCO.3.OC2S.5	Participate in democratic decision-making in a variety of contexts (e.g., classroom simulations, club meetings, civic meetings, co-curricular contests): <ul style="list-style-type: none"> • fundamentals and structure of parliamentary procedure (e.g., Mason's Manual of Legislative Procedure, Robert's Rules of Order, simplified chart of motions, Sturgis Standard Code of Parliamentary Law) • order of business • methods of framing motions • disposing of motions • consensus building • group decision-making process 	SL.1 L.3, L.4, L.6

Strand: Collaborative Communication
 Content Standard 3: Students will use effective forms of collaborative communication.

Connections to
 CCSS – ELA

COCO.3.OC2S.6	Prepare an interview	W.10 SL.4, SL.6 L.6
COCO.3.OC2S.7	Conduct an interview	SL.4, SL.6 L.1, L.6
COCO.3.OC2S.8	Demonstrate appropriate business etiquette: <ul style="list-style-type: none"> • greetings • introductions • respect for <i>diversity</i> • technology 	SL.4, SL.5 L.1, L.3, L.6

Strand: Public Communication

Content Standard 4: Students will use effective forms of public communication.

Connections to
CCSS – ELA

PC.4.OC2S.1	Present informal speeches adapting the message to a variety of contexts and tasks	SL.4, SL.6 L.1, L.3, L.4, L.5, L.6
PC.4.OC2S.2	Prepare formal speeches: <ul style="list-style-type: none"> • analysis of audience • citation of sources • creation of formal outline • identification of purpose • research from credible sources 	SL.4, SL.5, SL.6 L.3, L.4, L.6
PC.4.OC2S.3	Present information, findings, and supporting evidence clearly, concisely, and logically in informative and persuasive speeches and debate: <ul style="list-style-type: none"> • appropriateness (e.g., purpose, audience, task) • line of reasoning • oral style • organization • substance • <i>Toulmin’s Model</i> 	W.1, W.10 SL.4 L.3, L.4, L.6
PC.4.OC2S.4	Apply debate fundamentals in a variety of formal and informal debates: <ul style="list-style-type: none"> • assume advocacy positions • establish a topic or resolution • support the topic/resolution with well-chosen, relevant, and sufficient facts <ul style="list-style-type: none"> ○ compose arguments to support claims ○ research arguments to support claims ○ present arguments to support claims • provide concluding statements that follow the selected debate format and support the arguments presented 	RI.7, RI.8, RI.9 W.1, W.4, W.10 SL.1, SL.2, SL.4 L.6

Strand: Public Communication

Content Standard 4: Students will use effective forms of public communication.

Connections to
CCSS – ELA

PC.4.OC2S.5	Interpret oral readings from literary and informational texts using appropriate vocal expressions: <ul style="list-style-type: none">• diction• elements of <i>paralanguage</i> (e.g., inflection, pause, pitch, rate, volume)• mood	W.10 SL.6 L.3, L.4, L.6
PC.4.OC2S.6	Use figurative language (e.g., allusion, antithesis, euphemism, imagery, metaphor, personification, simile)	L.5

Glossary for Oral Communication (Two-semester)

Academic honesty	Performing all academic work in a responsible and ethical manner, which includes acknowledging any source of information that is not common knowledge and completing academic work without cheating, lying, stealing, or sharing information without authorization
Diversity	Understanding that each individual is unique and recognizing individual differences (e.g., ability, culture, federally protected categories, gender, race, religion, socio-economic status)
International Phonetic Alphabet	System of phonetic notation
Johari Window of self-awareness	Model for self-awareness, personal development, group development, and understanding relationships
Paralanguage	Nonverbal means of communication that accompany speech and convey further meaning (e.g., facial expressions, gestures, laughter, tone of voice)
Proxemics	Communicating with others by virtue of the relative positioning of your bodies
Reticence	Trait of being uncommunicative; not volunteering anything more than necessary
Semantics	Study of the meanings of words
Toulmin's Model	Six parts of an argument: claim, grounds, warrant, backing, rebuttal, qualification