

Communication – Grade 9/10

In ninth and 10th grades, students continue to enhance listening strategies in new contexts. They evaluate the effectiveness of visual and auditory information, including rhetoric, the effect of the media, and the role of perspective in the interpretation of media text. Students synthesize interpersonal and personal intercultural communication norms to guide, monitor, and adjust their own communication. As students prepare for the years beyond high school, they refine their public speaking skills: oral discourse and presentation skills.

EALR 1: The student uses listening and observation skills and strategies to gain understanding.

Component 1.1: Uses listening and observation skills and strategies to focus attention and interpret information.

NOTES: Listening behavior will vary according to culture, learning style, and situation. Verbal and nonverbal cues must be taught explicitly. Do not assume they are universal.

1.1.1 Applies a variety of listening strategies to accommodate the listening situation.

- Uses listening strategies for: enjoyment listening, active listening (GLE 1.1.2), empathetic listening, and critical listening (GLE 1.2.1) appropriate to the situation (e.g., mock job/academic interviews, career and technical education job training).

1.1.2 Proficiency in this GLE is expected at grade 8.

Component 1.2: Understands, analyzes, synthesizes, or evaluates information from a variety of sources.

1.2.1 Evaluates effectiveness of and creates a personal response to visual and auditory information.

- Compares literal and implicit meaning to respond to a statement.
- Constructs personal meaning from visual and auditory information (e.g., *Social Studies*: the connection between the rhetoric of the leaders of independence movements in Africa with images of people living and working in these emerging nations).
- Critiques effectiveness of rhetorical information (e.g., peer presentations, political speeches and arguments).

1.2.2 Evaluates the effect of bias and persuasive techniques in mass media.

- Critiques the effectiveness of persuasive techniques on target audiences (e.g., ethos, pathos, logos appeals, fallacies, propaganda).
- Critiques differing points of view for persuasive effect (e.g., *Social Studies CBA*: Reviews and critiques various visual depictions of globalization found in the mass media to evaluate whether it is portrayed negatively or positively).

- Critiques the effect of media portrayals of cultures, gender, religion, sexuality, class, and race on society and its subcultures.
- Judges the effect of different interpretations of the same media text (e.g., different newspapers, radio/television stations, Internet sites).

EALR 2: The student uses communication skills and strategies to interact/work effectively with others.

Component 2.1: Uses language to interact effectively and responsibly in a multicultural context.

2.1.1 Analyzes the needs of the audience, situation, and setting to adjust language and other communication strategies.

- Examines the situation and selects a common code for communication when a common code does not exist, using role play (e.g., gestures, sign language, language different from one's own, dialects, pictures).

Component 2.2: Uses interpersonal skills and strategies in a multicultural context to work collaboratively, solve problems, and perform tasks.

2.2.1 Uses communication skills that demonstrate respect.

- Monitors and adjusts one's own participation according to the situation and the needs of others (e.g., focuses on speaker; avoids interruptions; does not dominate conversation; uses techniques for taking turns; attends to cultural differences in communication styles, such as variations in pause time, pace, volume/intensity, and body language).
- Responds to the clarification needs of others as necessary (e.g., elaborates, illustrates, or expands on a response).
- Provides feedback to the speaker in role-play scenarios or classroom activities based on appropriate form of listening (e.g., enjoyment, active, critical, and/or empathetic listening).
- Refutes others in nonhurtful ways by disagreeing with ideas according to established classroom norms (e.g., "Maya, we agree on everything except your last two points. I think...").

2.2.2 Applies skills and strategies to contribute responsibly in a group setting.

- Contributes relevant ideas with support/evidence by clarifying, illustrating, or expanding (e.g., contributes topics related to ideas with support and talks in turn, with consideration for others in the conversation).
- Critiques group members' and own interactions/work and adjusts to ensure group success.

Component 2.3: Uses skills and strategies to communicate interculturally.

2.3.1 Analyzes the influence of cultural principles, beliefs, and world views on intercultural communication.

- Examines the influence of one’s own cultural principles, beliefs, religion, and world views on intercultural communication (e.g., based on Muslim beliefs, a teenage girl may feel compromised by the flirtatious but innocent attention of a teenage boy).
- Discusses how power and dominance affect intercultural communication (e.g., workplace hierarchies such as boss/supervisor to employee; historical and present relations between cultures).

2.3.2 Creates personal intercultural communication norms to guide one’s self in a diverse social system.

- Develops a construct for how physical and human settings can affect communication (e.g., timing, social climate, customs, religion, social practices, politics, values, education).
- Monitors and adjusts one’s own communication style to engage in the dynamics of diversity and connect with others (e.g., adjusting proximity, volume, intensity, pause time, pace, conversation style, eye contact).

EALR 3: The student uses communication skills and strategies to effectively present ideas and one’s self in a variety of situations.

Component 3.1: Uses knowledge of topic/theme, audience, and purpose to plan presentations.

3.1.1 Applies skills to plan and organize effective oral communication and presentation.

- Determines the topic and the audience and selects a purpose (e.g., monologue, debate, historical reenactment, speech, mock job/academic interview).
- Matches verbal and nonverbal messages (e.g., voice modulation, expression, tone, body language, gestures, attire).
- Distinguishes among and uses various forms of formal and informal logical argument (deductive and inductive reasoning, syllogisms, analogies).
- Uses techniques to enhance the message (e.g., irony and dialogue to achieve clarity, force, and aesthetic effect; technical language).
- Uses logical, ethical, and emotional appeals to support the purpose.

Component 3.2: Uses media and other resources to support presentations.

3.2.1 Proficiency in this GLE is expected at grade 7.

Component 3.3: Uses effective delivery.

3.3.1 Applies skills and strategies for the delivery of effective oral communication and presentations.

- Makes necessary adjustment in delivery and language during presentations based on interpretation of verbal and nonverbal cues to reflect ongoing responsiveness to audience.

EALR 4: The student analyzes and evaluates the effectiveness of communication.

Component 4.1: Assesses effectiveness of one's own and others' communication.

4.1.1 Analyzes and evaluates strengths and weaknesses of one's own communication using own or established criteria.

- Articulates the qualities that make communication effective (e.g., body language, pace, volume, tone, expression).
- Seeks, considers, and uses feedback from a variety of sources to improve communication (e.g., teachers, peers, community members, and family members).
- Critiques style and content of own communication in public, group work, personal settings, and/or interviews.
- Justifies language and techniques used when deviating from established criteria (e.g., deliberate use of nonstandard English to create effect or appeal to audience).
- Weighs effect of presentation on audience (e.g., uses verbal and nonverbal audience response and feedback to determine effect).

4.1.2 Analyzes and evaluates strengths and weaknesses of others' formal and informal communication using own or established criteria.

- Examines accuracy of content and terminology for specific content areas in others' communication (e.g., compare texts using correct literary terminology).
- Critiques others' communication and/or delivery independently and in groups according to detailed culturally sensitive scoring criteria.
- Offers feedback to peers in support of improving both formal and informal communication.

Component 4.2: Sets goals for improvement.

4.2.1 Applies strategies for setting grade level appropriate goals and evaluates improvement in communication.

- Sets goals for all forms of oral communication using feedback and creates a plan to meet the goals (e.g., group work, formal presentation, conversation, interview, debate).
- Monitors progress through the use of a variety of tools (e.g., portfolios, logs, rubrics, reflection journals, or video portfolio), making adjustments as needed.