

# *K-12 Communication Arts*

<b>Big Idea: Communication provides opportunities to understand myself, the world, and my place in it.</b>	
<b>Enduring Understanding:</b> We invest ourselves in the communication process when understanding becomes reciprocal.	
<b>Content Standard # 1:</b> Students apply a range of skills and strategies to construct meaning as they comprehend, interpret, analyze, and respond.	
<b>Essential questions:</b> <i>Students will deliberately interrogate the content standard to be learned by pondering these questions which may have no obvious right answer, but may raise other important questions and will sustain interest as they gain understanding.</i>	
<ul style="list-style-type: none"> <li>➤ What is meaning?</li> <li>➤ What is understanding?</li> <li>➤ What is communication?</li> <li>➤ What is my role in communication.</li> <li>➤ How do I know I understand something?</li> <li>➤ What do I do if I don't understand?</li> <li>➤ What personal experiences do I bring to understanding?</li> <li>➤ How do communication strategies differ? Why?</li> <li>➤ Why do people interpret and respond to communication differently?</li> <li>➤ Are my ideas and understandings valid? How do I know when mine are different?</li> <li>➤ How do we know which interpretation is "right"? How do I support my ideas?</li> </ul>	
	<i>Students will be able to demonstrate true and sophisticated understanding as they...</i>
<b>Benchmark 1.1</b>	Recognize, analyze, and articulate how language and literary elements enhance meaning and convey power to impact an individual and/or society.
<b>Benchmark 1.2</b>	Use new information and existing knowledge to infer and make connections within textual and non-textual works.
<b>Benchmark 1.3</b>	Identify and use a variety of communication strategies to comprehend complex textual and non-textual works.
<b>Benchmark 1.4</b>	Demonstrate control of communication skills according to purpose, audience, subject, and structure.

<b>Enduring Understanding:</b> As a lifelong process, communication requires reflective thinking and interaction.	
<b>Content Standard # 2:</b> Students set goals, monitor, evaluate, and reflect on their growth in communication arts.	
<b>Essential questions:</b> <i>Students will deliberately interrogate the content standard to be learned by pondering these questions which may have no obvious right answer, but may raise other important questions and will sustain interest as they gain understanding.</i>	
<ul style="list-style-type: none"> <li>➤ How do I know what I know?</li> <li>➤ How do I know when I know?</li> <li>➤ What do I do when I don't know?</li> <li>➤ What are my strengths? What are my weaknesses? Why?</li> <li>➤ What are my goals?</li> <li>➤ What are some strategies to reach my goals?</li> <li>➤ How can I monitor my progress? How can I improve?</li> <li>➤ What is most important for me to learn?</li> <li>➤ How can I develop my own voice?</li> <li>➤ How can I achieve independence in my learning?</li> <li>➤ How can improving my communication skills improve my life?</li> <li>➤ How do we know when we have communicated well?</li> <li>➤ What is knowing?</li> </ul>	
<i>Students will be sophisticated learners when they can...</i>	
<b>Benchmark 2.1</b>	Articulate and evaluate strategies to solve communication problems, self-monitor progress, and direct one's own learning through feedback and revision.

<b>Enduring Understanding:</b> Communication changes according to audience and purpose. True understanding involves adapting prior knowledge to new situations, purposes and audiences, and drawing significant relationships.	
<b>Content Standard # 3:</b> Students select, interpret and respond to textual and non-textual material for a variety of purposes and audiences.	
<b>Essential questions:</b> <i>Students will deliberately interrogate the content standard to be learned by pondering these questions which may have no obvious right answer, but may raise other important questions and will sustain interest as they gain understanding.</i>	
<ul style="list-style-type: none"> <li>◆ Why does the method and structure I choose affect my communication?</li> <li>◆ How does my personal experience impact what I view, read, or hear?</li> <li>◆ How does my attitude toward textual and non-textual impact myself and others?</li> <li>◆ How do I select material to meet the purpose of my communication?</li> <li>◆ How do I support my interpretations? Why do I need to?</li> </ul>	
<i>Students will be able to demonstrate understanding when they can...</i>	
<b>Benchmark 3.1</b>	Compare and contrast individual and group responses to author's purpose, audience, subject, and structure.
<b>Benchmark 3.2</b>	Analyze and respond to a variety of traditional and contemporary textual and non-textual works from diverse cultures and backgrounds.
<b>Benchmark 3.3</b>	Apply criteria to evaluate the reliability, authenticity, and merit of information conveyed in textual and non-textual works.
<b>Benchmark 3.4</b>	Communicate with an identifiable thesis, logically developed points with appropriate supporting resources, and clear sequencing of ideas and transitions.

<b>Enduring Understanding:</b> Curiosity guides learners through the investigation process and sparks an interest in problem solving.	
<b>Content Standard # 4:</b> Students use the inquiry process and problem solving to synthesize information from a variety of sources and communicate their findings.	
<b>Essential questions:</b> <i>Students will deliberately interrogate the content standard to be learned by pondering these questions which may have no obvious right answer, but may raise other important questions and will sustain interest as they gain understanding.</i>	
<ul style="list-style-type: none"> <li>➤ What questions do I need to ask in order to narrow my topic?</li> <li>➤ How can my curiosity drive discovery? Is curiosity part of the learning process? Why is curiosity important? Why are people curious?</li> <li>➤ What are the various ways I can present the information I've learned?</li> <li>➤ Who will be my audience, and how will that impact my presentation?</li> <li>➤ Investigate what?</li> <li>➤ What sources are available?</li> <li>➤ What is the inquiry process?</li> <li>➤ How do I know my information is valid?</li> <li>➤ What is valid?</li> <li>➤ Once I have the information, what do I do with it?</li> <li>➤ How do I organize the information?</li> <li>➤ Which sources are appropriate for my subject?</li> <li>➤ What questions do I need to ask?</li> <li>➤ How can I use my finding to draw conclusions and predict outcomes?</li> </ul>	
<i>Students will be able to demonstrate understanding when they can...</i>	
<b>Benchmark 4.1</b>	Locate, read, analyze, and interpret material to investigate a question, topic or issue and/or to perform complex tasks for a variety of purposes.
<b>Benchmark 4.2</b>	Logically synthesize information from a complex range of textual and non-textual sources.
<b>Benchmark 4.3</b>	Evaluate and use a variety of technologies and information sources.

<b>Enduring Understanding:</b> Communication creates, impacts, and nurtures human connections.	
<b>Content Standard # 5:</b> Students use language to enrich personal experience and to connect to the broader world of ideas, concepts, and issues.	
<b>Essential questions:</b> <i>Students will deliberately interrogate the content standard to be learned by pondering these questions which may have no obvious right answer, but may raise other important questions and will sustain interest as they gain understanding.</i>	
<ul style="list-style-type: none"> <li>◆ What is communication?</li> <li>◆ How does communication affect my personal experiences and relationships? Why?</li> <li>◆ How does culture affect communication?</li> <li>◆ How do I use communication to connect to the broader world of ideas, concepts, and issues?</li> <li>◆ How does language help us recognize and develop empathy?</li> <li>◆ Why do we need to communicate?</li> <li>◆ How can communication be affected by personal, cultural, and social assumptions?</li> </ul>	
<i>Students will be able to demonstrate understanding when they can...</i>	
<b>Benchmark 5.1</b>	Communicate how history, culture, gender, and genre influence and give meaning to personal, social, and cultural issues and responsibilities.
<b>Benchmark 5.2</b>	Identify and respond to philosophical assumptions and basic beliefs underlying selected textual and non-textual works.
<b>Benchmark 5.3</b>	Explain the importance of effective communication in creating meaning, influencing thought, and making decisions.

## GLOSSARY

- **assessment:** assessment *for* learning includes the use of classroom assessment in a continuous flow of information regarding student achievement that advances student learning and checks on progress. Assessment *for* learning requires articulation of achievement targets, student understanding of learning goals, student reflection, frequent descriptive feedback, adjustments in instruction, communication between the learner and the teacher, and self-assessment. Assessment *of* learning includes standardized tests such as norm referenced, or criterion referenced tests and district test which evaluate the program and not the individual.
- **benchmark:** defines the expectation for students' knowledge, skills, and abilities along a developmental continuum in each content area. Benchmarks often are used in conjunction with standards.
- **communication:** the transmission or sharing of information through writing, speaking, viewing, or listening
- **communication arts:** aspects of the curriculum that emphasize verbal, nonverbal, and visual processes for conveying meaning
- **content standard:** indicates what all students should know, understand, and be able to do in a specific content area
- **critical thinking:** logical thinking that draws conclusions from facts and evidence
- **curriculum:** (plural *curricula*): a plan of instruction that details what students are to know, how they are to learn it, what the teacher's role is, and the context in which learning and teaching will take place
- **inquiry process:** an approach to learning that involves a process of exploring the natural or material world through a series of logical steps (defining the task, designing a search, locating and accessing information, extracting information, synthesizing information, and evaluating the results)
- **metacognition:** the process of considering and regulating one's own learning by assessing or reviewing one's current and previous knowledge, identifying gaps in that knowledge, planning gap-filling strategies, determining the relevance of new information, and potentially revising beliefs on the subject.
- **strategy:** a systematic plan consciously adapted and monitored to improve one's performance in learning
- **teaching for understanding:** a teaching method that focuses on the process of understanding as the goal of learning rather than simply the development of specific skills. It focuses on forming connections and seeing relationships among facts, procedures, concepts, and principles, and between prior and new knowledge.

**COMMUNICATION ARTS ADOPTION MATERIALS AND RESOURCES**  
**MAY 2004 – MAY 2005**

<b>Grade</b>	<b>Book Title and Publisher</b>
Kindergarten – Grade 6	Harcourt Trophies (2003), Harcourt Brace Publishers
Grade 7	
Grade 8	
Grade 9	
Grade 10	
Grade 11	
Grade 12	