

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

<b><u>COURSE TITLE:</u></b>	Communications 2
<b><u>GRADE LEVEL(S):</u></b>	10-12
<b><u>COURSE LENGTH:</u></b>	Year
<b><u>PREFERRED PREVIOUS COURSE OF STUDY:</u></b>	Communications
<b><u>CREDITS PER SEMESTER:</u></b>	5
<b><u>STANDARDS &amp; BENCHMARKS:</u></b>	California Common Core State Standards — English Language Arts & Literacy
<b><u>GRADUATION REQUIREMENT:</u></b>	Fulfills 10 credits of the District’s requirement for 40 elective credits Submitted
<b><u>UC/CSU A-G DESIGNATION:</u></b>	Meets UC/CSU A-G requirements for College-Preparatory Elective (G) / English
<b><u>ADOPTED BY AUHSD GOVERNING BOARD:</u></b>	June 4, 2025
<b><u>INSTRUCTIONAL RESOURCES:</u></b>	
Hasan, Mehdi. <i>Win Every Argument: The Art of Debating, Persuading, and Public Speaking</i> . Henry Holt and Company, 2023.	
Yoshino, Kenji, and David Glasgow. <i>Say the Right Thing: How to Talk About Identity, Diversity, and Justice</i> . Simon & Schuster, 2023.	

## **COURSE DESCRIPTION**

Communications 2 further develops the skills that students started developing in the introductory Communications course. As students advance through this pathway, they learn more advanced oral rhetorical moves, they speak for longer periods of time, and they learn to speak in a wider variety of scenarios. Students also learn to listen more accurately and critically to spoken messages. This class continues to combine the foundational skills of speaking, listening, and writing, and it helps students understand how communication works through frequent practice. Additionally, students continue to learn more about speaking for different purposes, discussing for understanding v. arguing to win, and about the different communication systems across races and cultures.

## **GRADING GUIDELINES**

Summative Assessment: 80%  
Formative Coursework: 20%

## **COURSE CONTENT — SCOPE and SEQUENCE**

Unit and Standards	Core Objectives
<b>Unit 1: The Basics of Communication</b>  California Common Core State Standards — ELA / Literacy <ul style="list-style-type: none"><li>• Writing<ul style="list-style-type: none"><li>○ W 11-12.3</li><li>○ W 11-12.4</li><li>○ W 11-12.5</li></ul></li><li>• Speaking and Listening</li></ul>	<p>In this opening unit, students learn how important effective communication is. They will study verbal and non-verbal communication as well as how to receive and deliver challenging or bad news. They will also look at the different levels of communication: self-talk, interpersonal, person-to-group, and mass communications.</p> <p><b><u>Representative Assignment / Project</u></b> <b>Written, Then Spoken, Then Written:</b> Students will first write about an important event in their life with the goal of the imaginary reader feeling like they too were there for the event. Later, the student will verbally tell a listener about that same event and audio record while retelling. Next, the speaker/storyteller transcribes the</p>

<ul style="list-style-type: none"> <li>○ SL 11-12.3</li> <li>○ SL 11-12.6</li> <li>● Language <ul style="list-style-type: none"> <li>○ L 11-12.1</li> <li>○ L 11-12.3</li> </ul> </li> </ul>	<p>audio recording word for word. Communications 2 students will do this for a different story than they did in Communications.</p> <p>Communications 2 students build off the conclusions they have drawn about the differences between written and spoken language and examine the role of code switching in their day-to-day lives.</p>
<p><b>Unit 2: Public Speaking</b></p> <p>California Common Core State Standards — ELA / Literacy</p> <ul style="list-style-type: none"> <li>● Writing <ul style="list-style-type: none"> <li>○ W 11-12.1</li> <li>○ W 11-12.2</li> <li>○ W 11-12.4</li> </ul> </li> <li>● Speaking and Listening <ul style="list-style-type: none"> <li>○ SL 11-12.4</li> <li>○ SL 11-12.5</li> <li>○ SL 11-12.6</li> </ul> </li> <li>● Reading: Informational Text <ul style="list-style-type: none"> <li>○ RI 11-12.6</li> <li>○ RI 11-12.7</li> <li>○ RI 11-12.8</li> </ul> </li> </ul>	<p>In this unit, Communications 2 students will expand upon the steps they have previously learned in writing and delivering a speech. After starting with topic choice and audience awareness, they will then select an organizational pattern that best suits their goal. Students will continue to study the craft of introductions, conclusions, and presentation aids. They will learn how and when to use rhetorical appeals. Finally, students will deepen their understanding of the art of delivering a speech, considering body, voice, and connection with the audience.</p> <p><b><u>Representative Assignment / Project</u></b></p> <p><b>TED Talk Analysis:</b> Students will identify specific communication techniques and analyze their effectiveness. They will study both the written transcript of a TED Talk alongside a video of the same speech. Communications 2 students will choose a different Ted Talk than they evaluated in Communications and then demonstrate their understanding of how written, verbal, and non-verbal forms of communication can work together to create and enhance meaning. Initial examples will be modeled and discussed as a class, and Communications 2 students will model examples in small groups. Subsequently, students will find their own examples of a variety of communication techniques and will describe the impact of such techniques in a written response.</p>
<p><b>Unit 3: Speaking and Technology</b></p>	<p>Big ideas, personal reflections, and even breaking news can all be presented on a variety of media platforms. In this unit, students will learn the nuances of</p>

<p>California Common Core State Standards — ELA / Literacy</p> <ul style="list-style-type: none"> <li>● Writing <ul style="list-style-type: none"> <li>○ W 11-12.4</li> <li>○ W 11-12.5</li> <li>○ W 11-12.6</li> </ul> </li> <li>● Speaking and Listening <ul style="list-style-type: none"> <li>○ SL 11-12.4</li> <li>○ SL 11-12.5</li> <li>○ SL 11-12.6</li> </ul> </li> <li>● Language <ul style="list-style-type: none"> <li>○ L 11-12.3</li> <li>○ L 11-12.5</li> <li>○ L 11-12.5</li> </ul> </li> <li>● Reading: Informational Text <ul style="list-style-type: none"> <li>○ RI 11-12.7</li> <li>○ RI 11-12.8</li> </ul> </li> </ul>	<p>communication through technology. Communications 2 students will research a different form of media communication than they did in Communications and demonstrate how to properly adapt their message depending on the medium, audience, situation, and time.</p> <p><b><u>Representative Assignment / Project</u></b>  <b>Podcasting and Vlogging:</b> Students will write, perform, and produce a mini-podcast or vlog of 8-10 minutes, and in doing so, will be exposed to this world of technology and communication.</p> <p>Short-form content like a mini-podcast will require all of the standards addressed in Unit 2 (topic, audience, rhetoric, message, etc) with the additional challenge of technology. Students will write scripts, rehearse, record, edit, and if possible, even add music. While some may opt to work alone, multi-host mini-pods will be welcome. Students will share their final products for the whole class to hear and critique. Communications 2 students will be required to make their podcast or vlog 8-10 minutes long.</p>
<p><b>Unit 4: Professional Communication</b></p> <p>California Common Core State Standards — ELA / Literacy</p> <ul style="list-style-type: none"> <li>● Writing <ul style="list-style-type: none"> <li>○ W 11-12.2</li> <li>○ W 11-12.4</li> <li>○ W 11-12.5</li> <li>○ W 11-12.6</li> </ul> </li> <li>● Speaking and Listening</li> </ul>	<p>Students are looking at screens more than ever before, and this could hamper their interpersonal communication skills, especially with people who are not in their immediate peer group. This unit pushes students to communicate in both personal and virtual settings such as interviews, email, presentations, and more.</p> <p><b><u>Representative Assignment / Project</u></b>  <b>It's Not a Teleprompter:</b> With slide presentations being a mainstay in professional communications, students will learn more about the qualities of a memorable and powerful slide presentation. Students will write, create, and deliver an informational slide presentation with purposeful attention to making visual aids that support their message rather than hamper it. Students will be encouraged to avoid excessive</p>

<ul style="list-style-type: none"> <li>○ SL 11-12.4</li> <li>○ SL 11-12.5</li> <li>○ SL 11-12.6</li> <li>● Language <ul style="list-style-type: none"> <li>○ L 11-12.3</li> <li>○ L 11-12.5</li> </ul> </li> </ul>	<p>bullet points and generic clipart. Instead, students will closely consider the intent behind each slide and determine how the slides are interdependent with each other and the spoken message.</p>
<p><b>Unit 5: Group Communication</b></p> <p>California Common Core State Standards — ELA / Literacy</p> <ul style="list-style-type: none"> <li>● Writing <ul style="list-style-type: none"> <li>○ W 11-12.3</li> <li>○ W 11-12.4</li> <li>○ W 11-12.5</li> </ul> </li> <li>● Speaking and Listening <ul style="list-style-type: none"> <li>○ SL 11-12.1</li> <li>○ SL 11-12.3</li> <li>○ SL 11-12.6</li> </ul> </li> <li>● Language <ul style="list-style-type: none"> <li>○ L 11-12.1</li> <li>○ L 11-12.3</li> </ul> </li> </ul>	<p>In this unit, students will get to experience communicating in multiple group settings: small group, larger group, observer, and facilitator. Through these discussions, students will understand why cooperative attitudes and norms are needed for successful outcomes. Students will practice the art of listening and being present in all communication settings, and students will identify the problem-solving process in the case of disagreements and how to de-escalate conversations if needed. Finally, students will work toward an understanding of how culture and gender differences affect group communication as well. Students will be evenly dispersed into groups where they should lead and model effective communication, feedback, and listening.</p> <p><b><u>Representative Assignment / Project</u></b></p> <p><b>Don't Run Away:</b> Conflict online can be very different than engaging in conflict in person, and we could all use practice having uncomfortable discussions. First students will determine their own leadership and conflict styles using surveys. Then, students will study the science of grounding techniques, breathing techniques, imagery techniques, and discussion techniques that will yield the best possible outcome during a conflict.</p> <p>Students will demonstrate their understanding of effective listening and group communication strategies by engaging in a socratic seminar. Students will both observe and discuss with a culminating assessment of a written journal entry about both experiences.</p>

**Unit 6: Discussing to Understand v. Debating to Win**

California Common Core State Standards — ELA / Literacy

- Speaking and Listening
  - SL 11-12.3
  - SL 11-12.4
  - SL 11-12.5
- Reading: Informational Text
  - RI 11-12.6
  - RI 11-12.7
- Writing
  - W 11-12.1
  - W 11-12.7
  - W 11-12.8
- Language
  - L 11-12.3
  - L 11-12.6

Students will learn about the benefits of debating via exposure to three types of debate resolutions (fact, value, and policy) and by researching all sides of a controversial issue. Through these activities, students will gain an understanding of how to craft an argument, and in doing so, gain empathy for the other side, as “debate provides a toolkit for disagreeing better.”

**Representative Assignment / Project**

**See Both Sides:** Students will debate against themselves after researching all sides of a controversial issue. They will improve upon the research and rhetorical skills gained in the first-level Communications class and make a compelling case for each side of an issue. Students will then present their findings to the class in a video speech, using a digital video platform. Communications 2 students will debate different topics than those they chose when in Communications. Their debate topics will be slightly more complex and nuanced.