



Personal Communication
One Semester (0.5 Credit)

Arkansas
English Language Arts Standards

2019

Course Title: Personal Communication (0.5 Credit)
 Course/Unit Credit: 0.5
 Course Number:
 Teacher Licensure: Please refer to the Course Code Management System (<https://adedata.arkansas.gov/ccms/>) for the most current licensure codes.
 Grades: 9-12

Personal Communication (0.5 Credit)

Personal Communication (0.5 Credit) will provide students with an understanding of the dynamics of effective communication while speaking, listening, and responding in the situations they encounter in day-to-day life. Students will practice communication competencies in both intrapersonal and interpersonal environments, prepare for both informal and formal communication, and participate in a variety of formal and informal personal communication experiences. This course will include but is not limited to responsible social media usage, communication barriers, mass media, conflict resolution, and research and organization skills. Students will participate in collaborative discussions and deliver informal and formal addresses. Personal Communication (0.5) fulfills the 0.5 unit of Oral Communication required for graduation. Personal Communication (0.5 Credit) does not require Arkansas Department of Education approval.

Strand	Content Standard
Communication Competencies	
	1. Students will demonstrate effective intrapersonal communication.
	2. Students will practice communication competencies in their personal interaction with others.
Communication Applications	
	3. Students will prepare for effective communication in a variety of personal communication situations.
	4. Students will participate in a variety of formal and informal personal communication experiences.

Notes:

1. Student Learning Expectations (SLEs) may be taught in any sequence.
2. Italicized words in this document appear in the glossary.
3. All items in a bulleted list are required to be taught.
4. The examples given (e.g.,) are suggestions to guide the instructor.

How the Anchor Standards are Labeled

R

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CCR

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The letter in the first position of the anchor standard numbering system represents the strand:

- Reading (R)
- Writing (W)
- Speaking and Listening (SL)
- Language (L)

The symbol in the second position of the anchor standard numbering system represents college and career readiness.

The number in the third position of the anchor standard numbering system represents the standard.

How the SLEs are Labeled

D . **10** . **DIII** . **2**

Letters in the first position represent the Strand name (e.g., Delivery).

Numbers in the second position represent the Standard number (e.g., Standard 10).

Symbols in the third position represent the Course name and level (e.g., Debate III).

Numbers in the fourth position represent the SLE number (e.g., SLE 2).

Strand 1: Communication Competencies

Content Standard 1: Students will demonstrate effective intrapersonal communication.

AR ELA Standards

CC.1.PEC.1	Develop an awareness of personal attitudes, values, and beliefs	SL.CCR.1
CC.1.PEC.2	Develop intrapersonal communication skills: <ul style="list-style-type: none"> ● goal setting ● positive self-concept ● positive self-talk ● self-confidence 	SL.CCR.1
CC.1.PEC.3	Discuss intrapersonal communication concepts (e.g., <i>Johari Window</i> of self-awareness, Maslow's hierarchy of needs, self-fulfilling prophecy, <i>self-script</i> , <i>fundamental attribution error</i> , <i>fixed vs. growth mindset</i> , <i>imposter syndrome</i>)	SL.CCR.1, SL.CCR.4

Strand 1: Communication Competencies

Content Standard 2: Students will practice communication competencies in their personal interaction with others.

AR ELA Alignment

CC.2.PEC.1	Analyze the effect of the communication channel on the sending and receiving of messages	SL.CCR.1, SL.CCR.2, SL.CCR.3, SL.CCR.4
CC.2.PEC.2	Demonstrate appropriate listening skills: <ul style="list-style-type: none"> ● active listening ● critical listening ● empathetic listening 	SL.CCR.1, SL.CCR.3
CC.2.PEC.3	Reduce communication barriers: <ul style="list-style-type: none"> ● apprehension ● bias ● false assumptions ● loaded terms ● negative nonverbal communication 	SL.CCR.3
CC.2.PEC.4	Evaluate messages for established criteria in a variety of situations (e.g., conversations, classroom discussions, personal conflicts, social media): <ul style="list-style-type: none"> ● clarity ● delivery ● purpose ● reasoning ● word choice 	SL.CCR.3
CC.2.PEC.5	Identify appropriate language usage for audience and message in personal situations: <ul style="list-style-type: none"> ● connotation and denotation ● dialect ● jargon ● slang ● standard English ● vocabulary complexity 	SL.CCR.6
CC.2.PEC.6	Convey intended meaning through effective nonverbal communication: <ul style="list-style-type: none"> ● appropriate attire for personal occasions ● facial expressions ● gestures ● <i>paralanguage</i> ● <i>proxemics</i> 	SL.CCR.6

CC.2.PEC.7	<p>Apply conflict-resolution strategies in personal relationships:</p> <ul style="list-style-type: none"> ● exhibit mutual respect ● mediate ● negotiate an outcome ● paraphrase or echo ● recognize conflict-resolution styles (e.g., assertive, aggressive, passive, passive/aggressive) ● table the issue 	SL.CCR.1
CC.2.PEC.8	<p>Apply principles of ethical communication:</p> <ul style="list-style-type: none"> ● integrity (e.g., academic, intellectual, creative) ● open, honest, and responsible interaction with peers ● respect for <i>diversity</i> 	SL.CCR.1, SL.CCR.4
CC.2.PEC.9	<p>Examine mass media messages and their effect on personal decision-making:</p> <ul style="list-style-type: none"> ● bias ● credibility ● propaganda ● purpose 	R.CCR.6, SL.CCR.3, SL.CCR.2
CC.2.PEC.10	<p>Define logical fallacies and their effect on personal decision-making (e.g., slippery slope, bandwagon, false cause, hasty generalization, begging the question, false dilemma)</p>	SL.CCR.3
CC.2.PEC.11	<p>Develop a social media philosophy regarding one's own personal digital identity (e.g., internet etiquette, relationships, reputation)</p>	R.CCR.1, R.CCR.6, SL.CCR.4, SL.CCR.5
CC.2.PEC.12	<p>Identify a variety of social media uses:</p> <ul style="list-style-type: none"> ● making purchases based on social media marketing ● entertainment ● networking with peers, friends, and family ● news and information 	R.CCR.6
CC.2.PEC.13	<p>Discuss the negative effects of social media:</p> <ul style="list-style-type: none"> ● cyber bullying ● identity theft ● personal safety ● permanency of shared information 	R.CCR.1, SL.CCR.4

Strand 2: Communications Applications

Content Standard 3: Students will prepare for effective communication in a variety of personal communication situations.

AR ELA Alignment

CA.3.PEC.1	<p>Adapt a message to the context (e.g., cultural, situational, environmental):</p> <ul style="list-style-type: none"> ● content ● non-verbal communication ● vocal delivery (e.g., pace, volume, tone) 	SL.CCR.4, SL.CCR.5, SL.CCR.6
CA.3.PEC.2	<p>Prepare a formal address:</p> <ul style="list-style-type: none"> ● analyze audience ● identify purpose ● research topic ● create outline ● organize content according to appropriate pattern (e.g. chronological, topical, problem-solution, cause-effect) ● cite sources ● practice delivery 	SL.CCR.4, SL.CCR.6
CA.3.PEC.3	<p>Research a topic:</p> <ul style="list-style-type: none"> ● locate appropriate resources ● evaluate the credibility of sources ● cite sources 	SL.CCR.2, SL.CCR.4
CA.3.PEC.4	<p>Use effective methodology for structuring an address:</p> <ul style="list-style-type: none"> ● introduction, body, conclusion ● main points ● attention devices ● figurative language ● signposts ● cliffhangers ● summaries 	SL.CCR.6
CA.3.PEC.5	<p>Use technology or other aids (e.g., slideshows, props, posters, videos, audio recordings)</p>	SL.CCR.1, SL.CCR.5, SL.CCR.6

CA.3.PEC.6	Demonstrate effective delivery skills: <ul style="list-style-type: none"> ● nonverbal skills (e.g., gestures, facial expressions, eye contact, attire, <i>proxemics</i>) ● platform movement ● verbal skills (e.g., vocal projection, pace, rate, tone) 	SL.CCR.4, SL.CCR.6
CA.3.PEC.7	Demonstrate the ability to give and receive actionable feedback: <ul style="list-style-type: none"> ● develop criteria for feedback ● deliver feedback using constructive verbal and nonverbal communication ● develop a plan of action based on feedback 	SL.CCR.3, SL.CCR.4

Strand 3: Communication Applications

Content Standard 4: Students will participate in a variety of formal and informal personal communication experiences.

AR ELA Alignment

CA.4.PEC.1	<p>Demonstrate conversation skills in informal communication:</p> <ul style="list-style-type: none"> ● salutations and greetings ● openers ● questions ● appropriate self-disclosure ● fluidity (e.g., allowing others to speak, allowing others to complete thoughts) 	SL.CCR.6
CA.4.PEC.2	<p>Participate in collaborative discussions in a variety of contexts (e.g., class discussions, club meetings, study groups, civic meetings):</p> <ul style="list-style-type: none"> ● building consensus ● establishing norms ● preparing ideas for discussion ● recognizing individual roles (e.g., recorder, task manager, emerging leader) ● responding to diverse perspectives 	SL.CCR.1, SL.CCR.2, SL.CCR.4, SL.CCR.5, SL.CCR.6
CA.4.PEC.3	<p>Participate in an interview for the purpose of gathering information for personal use (e.g., interview an elderly family member about family history, interview an agricultural expert about starting a community garden, be interviewed by a news reporter about an event)</p>	SL.CCR.1
CA.4.PEC.4	<p>Present informal talks on subjects of personal interests and concerns (e.g., telling a story, sharing a hobby, recommending a book)</p>	R.CCR.1, R.CCR.2, R.CCR.7, R.CCR.8, R.CCR.9, W.CCR.7, W.CCR.8, W.CCR.9
CA.4.PEC.5	<p>Present a formal informative address that includes research and citation on a topic of personal interest (e.g., student's college of choice, historical event with personal significance, medical topic of personal concern)</p>	SL.CCR.6

CA.4.PEC.6	<p>Present a formal persuasive address that expresses the speaker's opinion, justified by evidence, on an issue of personal concern (e.g., politics, current events, advantages or disadvantages of a course of action)</p> <ul style="list-style-type: none">● formulate and articulate an opinion or resolution● support an opinion with arguments based on research and reasoning● present arguments to support opinion or resolution● respond to opinions of others with one's own opinion, justified by research and reasoning	SL.CCR 1, SL.CCR.6
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Glossary for Personal Communication (0.5 Credit)

Diversity	Understanding that each individual is unique and recognizing individual differences (e.g., ability, culture, federally protected categories, gender, race, religion, socio-economic status)
Fixed mindset	The belief that one either is or isn't good at something, based solely on inherent nature, because it is just who one is https://sivers.org/mindset
Fundamental attribution error	Tendency to explain someone's behavior based on internal factors, such as personality or disposition, and to underestimate the influence that external factors, such as situational influences, have on another person's behavior http://study.com/academy/lesson/fundamental-attribution-error-definition-lesson-quiz.html
Growth mindset	The belief that anyone can be good at anything, because one's abilities are entirely due to one's actions. https://sivers.org/mindset
Imposter syndrome	"Chronic self-doubt and a sense of intellectual fraudulence that override any feelings of success or external proof of competence" https://hbr.org/2008/05/overcoming-imposter-syndrome
Johari Window	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
Self-script	Phrases that a person has heard repeated about themselves that become part of their own self talk (e.g., "You're a good girl.", "You'll never go anywhere in life.")