COMMUNICATION APPLICATIONS (1/2 Credit Course for High School Credit)
SCOPE & SEQUENCE
EIGHTH GRADE (1/2 Credit Course for High School Credit)

ONGOING TEKS:

(1) **Communication process.** The student demonstrates knowledge of various communication processes in professional and social contexts. The student is expected to:

   (A) *explain the importance* of effective communication skills in professional and social contexts.

(2) **Interpersonal.** The student uses appropriate interpersonal-communication strategies in professional and social contexts. The student is expected to:

   (C) *use communication-management* skills to build confidence and develop appropriate assertiveness, tact, and courtesy;

   (F) *participate* appropriately in conversation;

   (H) *identify and use appropriate strategies* for dealing with differences, including gender, ethnicity, and age;

   (I) *analyze and evaluate* the effectiveness of own and others’ communication.

(4) **Presentations.** The student makes and evaluates formal and informal professional presentation. The student is expected to:

   (A) *analyze the audience*, occasion, and purpose when designing presentations;

   (H) *use appropriate* techniques to manage communication apprehension, build self-confidence, and gain command of the information;

   (I) *use effective* verbal and nonverbal strategies in presentation;

   (L) *participate in question and answer sessions following presentation*;

   (M) *apply critical-listening* strategies to evaluate presentation.
1st (4th) SIX WEEKS:

(1) **Communication process.** The student demonstrates knowledge of various communication processes in professional and social contexts. The student is expected to:

(B) *identify* the components of the communication process and their function;

(C) *identify standards* for making appropriate communication choices for self, listener, occasion, and task;

(D) *identify the characteristics of oral language* and analyze standards for using informal, standard, and technical language appropriately;

(E) *identify types of nonverbal* communication and their effects;

(G) *identify the components* of the listening process;

(H) *identify specific kinds of listening* such as critical, deliberative, and empathic;

(J) *identify and analyze* ethical and social responsibilities of communicators;

(K) *recognize and analyze* appropriate channels of communication in organizations.

2ND (5TH) SIX WEEKS:

(1) **Communication process.** The student demonstrates knowledge of various communication processes in professional and social contexts. The student is expected to:

(F) *recognize the importance* of effective nonverbal strategies such as a firm handshake, direct eye contact, and appropriate use of space and distance;

(I) *recognize the importance* of gathering and using accurate and complete information as a basis for making communication decisions;
(2) **Interpersonal.** The student uses appropriate interpersonal-communication strategies in professional and social contexts. The student is expected to:

(A) *identify types of professional and social relationships*, their importance, and purposes they serve;

(B) *employ appropriate verbal, nonverbal and listening skills to enhance interpersonal relationships*;

(D) *use professional etiquette* and protocol in situations such as making introductions, speaking on the telephone, and offering and receiving criticism;

(E) *make clear appropriate requests*, give clear and accurate directions, ask appropriate and purposeful question, and respond appropriately to the requests, directions, and questions of others;

(G) *communicate effectively in interviews.*

(4) **Presentation.** The student makes and evaluates formal and informal professional presentation. The student is expected to:

(B) *determine* specific topics and purposes for presentations;

(C) *research topics* using primary and secondary sources, including electronic technology;

(D) *use effective strategies to organize and outline presentation*;

(E) *use information* defectively to support and clarify points in presentations;

(F) *prepare scripts* or notes for presentations;

(G) *prepare and use visual or auditory aids*, including technology, to enhance presentations;

(J) *prepare, organize, and participate in an informative or persuasive group discussion for an audience*;

(K) *make individual presentations* to inform, persuade, or motivate an audience;

(N) *evaluate effectiveness* of his/her own presentation.
3RD (6th) SIX WEEKS:

(3) **Group communication.** The student communicates effectively in groups in professional and social contexts. The student is expected to:

(A) *identify kinds of groups,* their importance, and the purposes they serve;

(B) *analyze group dynamics and processes* for participating effectively in groups, committees, or teams;

(C) *identify and analyze the roles of group members* and their influence on group dynamics;

(D) *demonstrate skills* for assuming productive roles in groups;

(E) *use appropriate verbal, nonverbal, and listening strategies* to promote group effectiveness;

(F) *identify and analyze leadership styles;*

(G) *use effective communication strategies in leadership roles;*

(H) *use effective communication strategies* for solving problems, managing conflicts, and building consensus in groups;

(I) *analyze the participation and contributions of group members and evaluate group effectiveness.*