

**Standards:** 12.1.5 a, b, c, d, e (Reading Vocabulary) 12.2.1 (Writing Process); 12.2.2 (Writing Genres); 12.3.1 a, b (Speaking Skills); 12.3.2 a, b, c (Listening Skills); 12.3.3 a, b (Reciprocal Communication)

Essential Questions

What does interpersonal communications mean?
How does who I am affect how I see the world around me?
How does how I see myself affect how I interact with the world around me?
What is the foundation for positive interpersonal communications?
How does my relationship with God affect my relationship with self and others?

Objectives

<ul style="list-style-type: none"><li>Recognize his/her identity in Christ, as a believer and new creation</li><li>Examine how personal identity formation impacts behavior and relationships</li><li>Identify terms to discuss intrapersonal communication</li><li>Meet the criteria of positive self-disclosure</li><li>Compose an essay that meets the standards of the narrative essay genre</li><li>Share an introduction that answers: “Tell Me About Yourself” as practice for job interviews</li></ul>
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Content

Who I Am in Christ Neil T. Anderson
Intrapersonal Communication: Different Voices, Different Minds edited by Donna R. Vocate - scan excerpts
Other powerpoints in PdF connect and keynote
Lessons: Daily resting with your thoughts Personal journaling on inner thinking Daily reading of book and answering guided questions and commenting, including discussion A day for social media quizzes.... Determining our self concept and self worth Recognizing ways we communicate (verbal and non-verbal) Understanding how perception affects communication Levels of Communication Maslow’s Hierarchy of Needs

Assessments

Formative: quiz over definitions Journals Weekly participation grade
Summative: * Introductory Speech - “Tell Me About Yourself”

Interpersonal Communications

Communication and Community

6 weeks

Teacher Names – Duitsman

Standards: 12.2 (Writing Process and Genres as appropriate for Speech); 12.2.1 (Speaking Skills); 12.2.2 (Listening Skills); 12.2.3 (Reciprocal Communication); 12.4.1 a, b, c, e, f, g (Multiple Literacies)

Essential Questions

What does positive interpersonal communications look like in real time?  
How are communities constructed?  
What dissolves communities?

Objectives

Determine various components to small group and community formation and identify positive and negative interactions within communities

Compose a group culture that works to validate the individual

Identify various levels of communication formality and apply proper tones in varied situations

Define terms associated with interpersonal communication and group theory

Content

Interpersonal Communications Text Book online/excerpts  
<http://www.skillsyouneed.com/ips/interpersonal-communication.html>  
<http://www.pstcc.edu/facstaff/dking/interpr.htm>  
<http://www.uky.edu/~drlane/capstone/interpersonal/> (use this to help groups assess their structure and group choices)  
How to Win Friends and Influence People

Lessons: (part 3 of Who I am...., continue weekly reflections and daily journaling)  
Terms and notes  
Cross Cultural Communication  
Daily Implimentation of Dale's Principles (HTWF) and discussion questions  
Levels of formality in communities notes

*How to Win Friends and Influence People* by Dale Carnegie

Assessments

Formative - quizzes on terms  
Quiz on cultures  
Weekly participation grade  
Annotations on reading assignments

Summative - presentation- the group culture project, and self-assessment of group work (multiple format possibilities, wiki page, art, etc)

Standards: 12.1.6 a, c, d, e, f, g, h, I, j, k, l, m, n, o (Reading Comprehension); 12.2.3 (Reciprocal Communication); 12.4.1 a, b, c, e, f, g (Multiple Literacies)

Essential Questions

What does it mean to do the right thing online?  
How do you present yourself to the world online and offline?  
How can websites foster community online?  
What benefits and risks do online communities contain?

Objectives

- learn about the concept of collective intelligence, and how it works both online and offline.
- consider when collective intelligence may be valuable or not.
- explore the benefits and drawbacks of working as a team to create new information or products.
- identify characteristics of websites that excel at creating positive online community.
- demonstrate their understanding of how to build positive community online.
- reflect on the similarities and differences in how people represent themselves online and offline.
- consider the risks and benefits of assuming different personas online, and think critically about what it means to be genuine in an online context.
- understand the concept of online ethics as it applies to four key areas.
- define digital citizenship and identify their online responsibilities.
- explore online ethics by analyzing a mock social networking page.
- think critically about what they choose to post and share about themselves online.
- the consequences of over-sharing online
- the benefits and drawbacks of people working together to create information online

Content

Resources/Lessons  
Self-Analysis of personal media pages  
The evolution of communities from interpersonal to digital

Assessments

Assessments  
Formative: journaling, weekly participation, notes on various forms of digital communications  
Summative: create multiple models of positive digital interactions (show use in real life)

Lab Research (formative)

Drafting (formative)

Peer Edit / Peer Evaluation (formative)

Delivery (summative)