**CURRICULUM MAP Listening and Speaking 2 grades 9-10**

Course: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| Period of Study: | |
| **LITERACY STANDARDS:** | **ENDURING UNDERSTANDINGS:** |
| **Listening and Speaking 2: Comprehension and Collaboration**  Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.  **Grade 9-10 Specific Standard:**  Integrate multiple sources of information presented in diverse media or formats (e.g. visually, quantitatively, orally) evaluating the credibility and accuracy of each source. | Students will be able to integrate and evaluate multi-media.  Students will be able to integrate and evaluate diverse information and formats. |
| **ESSENTIAL QUESTION(S):** | |
| **Overarching Questions**:   * Why is it important to experience a variety of sources? * How can the use of varied media sources escalate and enhance understanding of literature? * How can the integration and evaluation of multimedia help us to become wise consumers of print? * How does the message change over the media it’s presented? * How does the use of multimedia enhance our ability to convey a message? * How does the information found on the internet differ from other media? Why?   **Topical Questions:**   * How can visual media be used to engage in a conversation about a particular topic? * What methods are effective to incorporate valid and useful sources into our presentations? * What are the dangers of doing research on the Internet? * How can the credibility of specific stories/texts be determined by evaluating primary source documents in comparison with fictional text based on the same subject? | |
| **KNOWLEDGE:** | **SKILLS:** |
| **Students will know. . .**   * How to determine a quality of a particular media or format of information * To integrate and evaluate multiple sources of information * To identify a credible source. | **Students will be able to. . .**   * Utilize multiple types of media effectively in presentations. * Assess the credibility of various sources. |
| **CONTENT:** | |
| **Plays**  *The Glass Menagerie –* Tennessee Williams  *Romeo and Juliette* – William Shakespeare  *A Raisin in the Sun –* Lorraine Hansberry  *Antigone* - Sophocles  *Fences* – August Wilson  *Julius Ceasar* – William Shakespeare  *A Midsummer Nights Dream* – William Shakespeare  **Novels**  *Flowers for Algernon* – Daniel Keyes  *The Chocolate War* – Robert Cormier  *Tears of A Tiger* – Sharon M. Draper  *Monster* – Walter Dean Meyers  *We Beat the Street* – The Three Doctors  *Their Eyes Were Watching God* – Zora Neal Hurston  *The Catcher In The Rye* – J. D. Salinger  *Of Mice and Men* – John Steinbeck  *Speak* – Laurie Halse Anderson  *The Curious Incident of the Dog in The Night Time* – Mark Haddon  *Lord of the Flies­* – William Golding  *The Great Gatsby­* – F. Scott Fitzgerald  *To Kill a Mockingbird –* Harper Lee  *Animal Farm­* – George Orwell  **Short Stories**  “The Tell Tale Heart” – Edgar Allan Poe  “There Will Come Soft Rains” – Ray Bradbury  “ The Necklace” – Guy De Maupassant  “Rose for Emily” – William Faulkner  “Eleven” – Sandra Cisneros  “Story of An Hour” Kate Chopin  “The Lottery” – Shirley Jackson  “Lamb to the Slaughter” – Roald Dahl  “Desiree’s Baby” – Kate Chopin  **Poetry**  “I Wander Lonely as a Cloud” – Willam Wordsworth  “How Do I Love Thee” – Elizabeth Barrett Browning  “The Road Not Taken” – Robert Frost  “Mending Wall” – Robert Frost  “My Papa’s Waltz” – Theodore Roethke  “Nothing Gold Can Stay” – Robert Frost  “Do Not Go Gentle Into That Good Night” – Dylan Thomas  “On Wakening” – Kim Flintoff  “The Enemy” – Michael Mak  Various Limericks from *The Book of Nonsense* – Edward Lear  Various Songs in conjunction with audio files  **Non-Fiction**  “Rattled” – Gordon Grice  “Why I Want a Wife” – Judy Brady  Supplemental information to suit the context and background of the main text  Biographical information about the author | |
| **VOCABULARY:** | |
| Integrate, evaluate, quantitatively, visually, orally, credibility, accuracy | |
| **ASSESSMENT / EVIDENCE:** | |
| * Identify author. Answer—“Do you trust this source?” Why/Why not? Give three reasons for your answer. * After viewing and listening a TV, radio or print ad, analyze, discuss and write about the effectiveness, strategies and persuasiveness of the program or message being conveyed(on scale of 1-10). * Create an ad, in any format, for your favorite sneaker, cologne, clothing or food. The ad must demonstrate a technique that is drawing the viewer into the piece and persuade them to purchase this product. * Do a gallery walk in your classroom so students can assess each other’s creations and see how their ads have persuaded, and compelled the viewer. | |
| **ACTIVITIES / LEARNING OPPORTUNITIES:** | |
| * Create a PowerPoint presentation on a selected topic. Students must incorporate writing and pictures in their work. * Select songs that use poetic devices and listen to an audio of the song while reading the lyrics. Students will use these to analyze and identify the poetic devices used by the artist. * Incorporate video clips for a selected text and analyze how the characters are portrayed in each. | |
| **RESOURCES:** | |
| Library, text given by the teacher, internet  [www.discoveryeducation.com](http://www.discoveryeducation.com) | |
| **TECHNOLOGY INTEGRATION:** | |
| Use of mp3 files of songs for poetry lessons, smartboard, video clips | |