**CURRICULUM MAP Listening and Speaking 4 Grade 11-12**

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

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| Period of Study: | |
| **LITERACY STANDARDS:** | **ENDURING UNDERSTANDINGS:** |
| **Listening and Speaking 4: Presentation of Knowledge and Ideas**  Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.  **Grade 11-12 Specific Standard:**  Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing  perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. | Students will be able to present critical and diverse information. |
| **ESSENTIAL QUESTION(S):** | |
| **Overarching Questions:**   * How does a speaker control the space with ideas? * How does the presentation of critical and diverse information reveal a mastery of persuasive arts? * How does the organization and style of the presentation better help the audience to comprehend the presentation/information? * Why is it important to air ideas in a format which is clear, concise, and logical? * What makes an effective presentation?     **Topical Questions:**   * How does an audience rate a series of presentations? | |
| **KNOWLEDGE:** | **SKILLS:** |
| **Students will know. . .**   * How to evaluate a speaker’s presentation for logic and correct use of evidence * To recognize the distinction between valid invalid reasoning * Recognize speaker’s point of view. * How development through tone and rhetoric support the speaker’s stance * To present research in a clear, concise and developed manner. * The importance of conveying a clear and distinct perspective in their presentations. | **Students will be able to. . .**   * Recognize point of view and discern the use of reasoning and evidence * Recognize the use of style in one’s presentation of ideas. * Organize research findings. * Recognize and identify main ideas and essential details in addition to editing * Determine their own perspective on the research findings |
| **CONTENT:** | |
| **Plays**  *Hamlet* by William Shakespeare  *Othello* by William Shakespeare  *Oedipus Rex* by Sophocles  *Death of a Salesman* by Arthur Miller  *The Crucible* by Arthur Miller  *Fences* by August Wilson  *A Raisin in the Sun* by Lorraine Hansberry  **Novels**  *Brave New World* by Aldous Huxley  *Lord of the Flies* by William Golding  *The Scarlet Letter* by Nathanial Hawthorne  *Frankenstein* by Mary Shelley  *Fahrenheit 451* by Ray Bradbury  *The Great Gatsby* by F. Scott Fitzgerald  **Short Stories**  “The Yellow Wallpaper” by Charlotte Perkins Gilman  “The Story of an Hour” by Kate Chopin  “The Lady or the Tiger” by Frank Stockton  “The Fall of the House of Usher” by Edgar Allan Poe  “Hop-Frog” by Edgar Allan Poe  “An Occurrence at Owl Creek Bridge” by Ambrose Bierce  “A Sound of Thunder” by Ray Bradbury  **Poetry**  Select poems by Emily Dickinson  Select sonnets by William Shakespeare  **Interviews/Film**  “Remarks on the Assassination of Martin Luther King, Jr.” by Robert F. Kennedy  *The Inconvenient Truth*  *King Corn*  *The Plow that Broke the Plains*  *The Grapes of Wrath*  *Eyes on the Prize*  **Speeches**  “Sinners in the Eyes of an Angry God” by Jonathan Edwards  “I Have a Dream” by Martin Luther King Jr.  “The Gettysburg Address” by Abraham Lincoln  Lincoln’s Inaugural Speeches  John F. Kennedy’s Inauguration Speech  “Remarks on the Assassination of Martin Luther King, Jr.” by Robert F. Kennedy  **Nonfiction/Informational Texts**  “The Communist Manifesto” by Karl Marx  “On Keeping a Notebook” by Joan Didion  *Pilgrim at Tinker Creek* by Annie Dillard  “Letter from Birmingham Jail” by Martin Luther King Jr. | |
| **VOCABULARY:** | |
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| **ASSESSMENT / EVIDENCE:** | |
| Performance Task:   * Students will create a rubric for analyzing and evaluating a persuasive speech. * Students will simulate an infomercial or sales pitch. Students will research a product or service that targets a specific audience, i.e. cosmetics, eBooks, computer software that appeals to their specific class or age group. Each student will write and perform a 3 minute speech selling their product or service to the class. The class will use the rubric to critique each presentation and provide feedback to the presenters.   Self assessment:   * How have the presentations changed your perspective on commercials and advertisements presented to you on television? | |
| **ACTIVITIES / LEARNING OPPORTUNITIES:** | |
| * Students will be placed into groups of three. Students will partake in a debate on various topics. Students most research the topic and write a valid argument defending their stance on the issue. Students must also consider their opponents argument and develop a rebuttal.   Topics to consider: Uniforms in schools, Gun control-Right to bear arms, Religion in school, Cell phones in school, metal detectors, abortion, etc.  \*Show an example of a properly conducted debate to model proper rebuttal techniques and methods. | |
| **RESOURCES:** | |
| Copy of a live debate, Persuasive writing tips | |
| **TECHNOLOGY INTEGRATION:** | |
| Television with DVD player, computer with internet access | |