**CURRICULUM MAP Listening and Speaking 4 Grades 9-10**

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 9-10 Specific Standard:**  Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance,  and style are appropriate to purpose, audience, and task. | Students will be able to present critical and diverse information.  Students will be able to provide clear, appropriate and engaging presentations. |
| **ESSENTIAL QUESTION(S):** | |
| **Overarching Questions:**   * What are the qualities that make for a clear, appropriate, and engaging presentation? * 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:**   * What criteria can be used to evaluate your speech? * What techniques can be used to ensure that your listener will understand exactly what you are trying to say? * When someone speaks to you, what are some of techniques that they use to help you to understand what they are saying? * What makes a presentation clear and organized? * How do clear and organized speakers effectively share their message? * How does an audience rate a series of presentations? * How can knowledge and information about \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(text) be concisely and clearly presented to an audience? | |
| **KNOWLEDGE:** | **SKILLS:** |
| **Students will know. . .**   * To present research in a clear, concise and developed manner. | **Students will be able to. . .**   * Organize research findings. * Recognize and identify main ideas and essential details in addition to editing |
| **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:** | |
| Engaging, concisely, logically, substance | |
| **ASSESSMENT / EVIDENCE:** | |
| * Identify and list in an inverted pyramid the five most important supporting details from a text or other source * Write a summary paragraph representing the prioritized details. Discuss additional information related to topic * Prepare a five minute presentation using information, and highlighting logic of argument, substance, support, etc. * Present to class using elements of effective public communication. * Assess each presentation using rubric/criteria established previously * Differentiated Instruction: Use a Role, Audience, Format and Topic(RAFT) strategy | |
| **ACTIVITIES / LEARNING OPPORTUNITIES:** | |
| * Listen to a series of speeches and assessing the purpose, audience, and stylistic approach of the speaker * Reflect on an author/speaker’s line of reasoning on various topics and compare and contrast it to others with similar viewpoints. * Each student will receive a topic and specific audience. They will each create speech in which they use language and content to appeal appropriately to their audience. | |
| **RESOURCES:** | |
| Library, text given by the teacher, internet | |
| **TECHNOLOGY INTEGRATION:** | |
| Use of mp3 files of songs for poetry lessons, smartboard, video clips | |