**CURRICULUM MAP Listening and Speaking 1: Grade 11-12**

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

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| Period of Study: | |
| **LITERACY STANDARDS**: | **ENDURING UNDERSTANDINGS:** |
| **Listening and Speaking 1: Comprehension and Collaboration**  Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.  **Grade 11-12 Specific Standard:**  Initiate and participate effectively in a range of collaborative discussions (one-on-one, in  groups, and teacher-led) with diverse partners on *grades 11–12 topics*, *texts*, *and issues*, building  on others’ ideas and expressing their own clearly and persuasively.  a. Come to discussions prepared having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.  b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.  c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.  d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.  e. Seek to understand other perspectives and cultures and communicate effectively with audiences or individuals from varied backgrounds. | Students will be able to pair-share collaborate effectively. |
| **ESSENTIAL QUESTION(S):** | |
| **Overarching Questions:**   * How can communication skills flourish? * How can collaborating with others prepare us to thrive in the real world? * How do conversational skills help convey a clear and concise message? * How does being an effective listener make one a better speaker? * Why is it important to communicate with people of many cultures and experiences?   **Topical Questions:**   * How is inter-cultural dialogue an important part of the American experience? | |
| **KNOWLEDGE:** | **SKILLS:** |
| * **Students will know. . .** * When it’s appropriate to speak in a group * How tone affects message. * What information is relevant in terms of listening. * What information is relevant in terms of research to share. * The proper group etiquette for collaborative work. * How to persuade their audience. * How to create a democratic discussion for decision making. * How to approach knowledge based questions * How to set clear deadlines. | * **Students will be able to. . .** * Work collaboratively with diverse groups of students. * Speak effectively in front of a group of people. * Keep attention focused and engage their audience. * Be an attentive listener and take away knowledge through others presentation. * Keep their focus and maintain their position in their argument. * Speak effectively to persuade others in a democratic discussion for decision making. |
| **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.  “The Way to Rainy Mountain” by N. Scott Momaday | |
| **VOCABULARY:** | |
| Attentive, relevant, perspective, tone, explicit | |
| **ASSESSMENT / EVIDENCE:** | |
| **Performance Task Example:**  You are all workers at a company that produces a product. The CEO (teacher) has decided that the budget must be cut, and salaries and benefits must be slashed from the workers or jobs will be lost. Half of you are the “designers” and researchers of the product and the other half are the workers who actually put the product together. As a group, you come up with a solution to this problem, keeping in mind that you must protect the interests of your group. You must prepare a presentation to give to the CEO to persuade her to choose your solution.  You must:   * Create an argument * Support your argument with evidence * Develop reasons in support of your argument based on that evidence   Since the ultimate goal is to compromise and make all workers happy, you should try to adjust your argument and beware of your tone so as to find a happy medium.   * In a share out session, student will explain what other members of their discussion group shared and give them credit for their ideas. Furthermore they will use their ideas to responding articulately with their own thought on the topic.   Ex: When Listening to \_\_\_\_\_\_\_\_\_\_\_he/she said\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. I agree/disagree because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.   * Students develop an organized presentation that includes their topic and brings outside information in to prove their point. This will show focus, presentation and verbal ability. * Students will apply ideas heard from listening either to the teacher, peers or an audio passage to a written work and answer assessment based questions on what they listened to.   Audience members listening to presentation will ask questions, evaluate presentation style and give feedback based on a rubric of listening and speaking skills.  Performance Assessment:   * Peer group reflection; students provide feedback to presenter based on presentations that follows a rubric. * Student will create presentation that requires that they sell a product. * Students will create a rubric for participation in a discussion and one for the audience who is listening to the performance. * Students will create a group presentation on a topic or theme related to the book they are currently reading in class. Example: What is the American Dream and is it still alive today.   Self Assessment/Reflection:   * Students will write a paragraph in which they explain and apply what they have learned from the performance task to a real world situation. Question prompt:   + - * How is the American Dream a part of America today? (See Essential questions) | |
| **ACTIVITIES / LEARNING OPPORTUNITIES:** | |
| * Research and select technology/products from the time period in which the book is set. Write a speech trying to convince customers to buy your product. Listeners will use a T-chart to track the positives and negatives of each product. Listeners will have to explain why they would or wouldn’t purchase the product for sale. * Students will independently select books to read. Students will partake in a coffee house style book talk. Students will share their reactions and feelings about the book they’re reading. Listeners will generate questions for the speaker about their book. | |
| **RESOURCES:** | |
| Independent reading books, teacher generated speaking and listening rubrics | |
| **TECHNOLOGY INTEGRATION** | |
| Computers with internet access, Smartboard | |