**CURRICULUM MAP Listening and Speaking 1 Grade 9-10**

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 9-10 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 9–10 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 set rules for collegial discussions and decision-making (e.g. informal consensus, taking votes on key issues, and presentation of alternate views), clear goals and deadlines, and individual roles as needed.  c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.  d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.  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.  Students will be able to collaborate, listen, reflect, and discuss clearly and persuasively. |
| **ESSENTIAL QUESTION(S):** | |
| **Overarching Questions:**   * How does collaboration lead to civil discourse? * How do differences in experiences and opinions lead to a discourse of diverse ideas? * 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 does writing every day, in different styles, make you a better writer and student? * a) What are the benefits of attending a culturally diverse school ? * What questions can be asked in a one-on-one interview about the main character of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(title of text) to spur a group discussion about \_\_\_\_\_\_\_\_\_\_\_\_\_\_ (theme)? * Why is being prepared important when sharing and challenging information? * What makes a good speaker? What makes a good listener? * How can goal setting enable effective discussions? * How will interaction with peers help us heighten our level of understanding? How will interaction with peers enable us to recognize and discuss themes? * How can thoughtful attention to others perspectives help us to link our ideas to one another? * How can we communicate effectively with an appreciation of audience diversity? | |
| **KNOWLEDGE:** | **SKILLS:** |
| Students will know. . .   * How to use evidence from a text to stimulate discussions on various topics * How to collaborate and make relevant and appropriate decisions * How to interact with others and challenge the reasoning of others in an amicable way * How to think critically about other perspectives and validate their own * How to recognize diversity and interact appropriately | Students will be able to. . .   * Identify the main idea of a text * Distinguish fact from opinion * Listen to the viewpoints of others and articulate their own thoughts * Evaluate and synthesize ideas * Assimilate into various situations |
| **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:** | |
| Collaborate, cooperate, diversity, persuasive, perspective, discussion, express, consensus | |
| **ASSESSMENT / EVIDENCE** | |
| * L&S1a: After reading a text, select five important details, facts or quotes (or combination). Prioritize these five in order of importance. Use list to create a summary paragraph. Exchange paragraphs and use rubric to assess peer’s work. * L&S1b: Set five ground rules for discussion and check off and add two example for each when accomplished. Define three responsibilities for each role and deadlines in a group and check off each when accomplished and give an example/evidence. After class discussion, create a rubric ballot which allows students to vote or input alternate ideas and explanation for each. * L&S1c: Write three questions gathered from discussion; exchange with a peer and answer one in a paragraph. * L&S1d: Summarize two other viewpoints and then write a concluding paragraph responding those views while inserting your own. * L&S1e: Write one paragraph about family background; pair-share; take notes; then create a Venn diagram to compare/contrast; write a concluding paragraph. | |
| **ACTIVITIES / LEARNING OPPORTUNITIES:** | |
| * Listen to a selected text on a controversial issue and select a side. Students will need to use at least three pieces of evidence from the text to support their opinion in a classroom debate. * Have a dialogue with another student on a topic given to them by the teacher. Each student will share their opinions with their partner. Both students will be responsible for writing down the main points their partner makes as proof that they were listening. * Read an informational text, separate fact from opinion, and articulate their own opinion on the topic, and incorporate facts to support their argument. | |
| **RESOURCES:** | |
| Library, text given by the teacher, internet | |
| **TECHNOLOGY INTEGRATION:** | |
| Use of mp3 files of songs for poetry lessons, Smart board | |