

**Course:** *English I, II, III, IV (self-contained)*  
**Unit #:** *Unit 3: Speaking & Listening*

**Year of Implementation:** 2023-2024

**Curriculum Team Members** {*Krystal Boland [kboland@lrhsd.org](mailto:kboland@lrhsd.org), Gabrielle Hazlett [ghazlett@lrhsd.org](mailto:ghazlett@lrhsd.org), and Jenna Stevens [jstevens@lrhsd.org](mailto:jstevens@lrhsd.org)*}.

## Stage One - Desired Results

**Link(s) to New Jersey Student Learning Standards for this course:**

*{provide all applicable links to standards here}*

<https://www.state.nj.us/education/cccs/2020/>

<https://www.state.nj.us/education/cccs/2020/2020%20NJSLS-CLKS.pdf>

- **Unit Standards:** *(keep each of the following headings in place)*
  - **Content Standards**
    - **SL 9-10.1** 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.
    - **SL 9-10.2** Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
    - **SL 9-10.3** Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
    - **SL 9-10.6** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
    - **L6-9-10.6** Acquire and use accurate general academic and domain specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

- **21st Century Life & Career Standards**
  - **9.4.12.CT.2:** Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a)
  - **9.4.12.CT.3:** Enlist input from a variety of stakeholders
- **Interdisciplinary Content Standards**
  - List any standards from other content areas that apply to this unit.
- **NJ Statutes:** NJ State law mandates the inclusion of the following topics in lesson design and instruction as aligned to elementary and secondary curriculum.

Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35 A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards (N.J.S.A. 18A:35-4.36) A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.

Diversity and Inclusion (N.J.S.A. 18A:35-4.36a) A board of education shall incorporate instruction on diversity and inclusion in an appropriate place in the curriculum of students in grades kindergarten through 12 as part of the district's implementation of the New Jersey Student Learning Standards.

Asian American and Pacific Islanders (AAPI) P.L.2021, c.410 Ensures that the contributions, history, and heritage of Asian Americans and Pacific Islanders (AAPI) are included in the New Jersey Student Learning Standards (NJSLS) for Social Studies in kindergarten through Grade 12 (P.L.2021, c.416)

For additional information, see

**NJ Amistad Curriculum:** <http://www.njamistadcurriculum.net/>

**Diversity and Inclusion:** <https://www.nj.gov/education/standards/dei/index.shtml>

- (Sample Activities/ Lessons): <https://www.nj.gov/education/standards/dei/samples/index.shtml>

**Asian American and Pacific Islanders:**

- [Asian American and Pacific Islander Heritage and History in the U.S.](#)

*A Teacher's Guide from EDSITEment offering a collection of lessons and resources for K-12 social studies, literature and arts classrooms that center around the experiences, achievements and perspectives of Asian Americans and Pacific Islanders across U.S. history.*

**Transfer Goal:** Students will be able to independently use their learning to communicate effectively based on purpose, task, and audience using appropriate vocabulary and usage.

As aligned with LRHSD Long Term Learning Goal(s):<https://www.lrhdsd.org/Page/6163>

- Maximize independence
- Advance and accomplish their personal, educational, and career goals
- Self-advocate in real-life situations
- Make sound decisions with confidence
- Positively contribute to society

Enduring Understandings

Students will understand that . . .

EU 1

Essential Questions

EU 1

- What makes an active listener?

active listening is the process of receiving, constructing meaning from, and responding to verbal/nonverbal messages.

*EU 2*

active listeners are able to interpret and synthesize information.

*EU 3*

oral discussions help to build connections to others and create avenues for learning.

*EU 4*

speaking is an active process of sharing thoughts and knowledge, which impacts others' interpretation of us both personally and professionally.

*EU 5*

questioning and contributing helps speakers convey their messages, explore issues, and clarify their thinking.

- In what ways can an active listener be identified?
- How can active listening skills be used to improve conversations?

*EU 2*

- What are the differences between listening and hearing?
- How can active listening increase knowledge and understanding of an idea?

*EU 3*

- How can discussion increase knowledge and understanding of an idea?

*EU 4*

- How can speaking skills be used to improve relationships?
- What opinions will the audience have about a speaker based upon their ability to articulate a message ?

*EU 5*

- In what ways can a proficient speaker be identified?
- When is it appropriate to ask questions?

Knowledge

*Students will know . . .*

*EU 1*

- active listening is necessary to build relationships. **(SL 9-10.1)**
- listening is active and purposeful. **(SL 9-10.1)**
- active listening impacts others' interpretation of us both personally and professionally. **(L6-9-10.6)**

Skills

*Students will be able to . . .*

*EU 1*

- recognize tools needed to actively listen. **(SL 9-10.1)**
- describe the 5 W's of the speaker. **(L6-9-10.6)**

*EU 2*

- the components to active listening(**L6-9-10.6**)
- the speaker's message.(**SL 9-10.1**)

*EU 3*

- which specific vocabulary and expressions are appropriate for dialogue in formal and informal settings.(**SL 9-10.6,L6-9-10.6** )

*EU 4*

- how to communicate their thoughts using clear and coherent language. (**SL 9-10.1**)
- a speaker must show poise and make eye contact when he or she stands before an audience. (**SL 9-10.1**)

*EU 5*

- how to keep the cadence of the conversation by utilizing an asking and telling approach. (**SL 9-10.6**)

*EU 2*

- communicate with peers and adults through social conversation (**SL 9-10.6**)
- demonstrate the speaking and listening skills necessary to get a good job. (**L6-9-10.6**)
- develop appropriate questions in response to the thoughts of others. (**SL 9-10.1**)

*EU 3*

- establish and expand friendships through informal social conversation. (**L6-9-10.6**)
- establish and expand connections through formal social conversation.(**9.4.12.CT.2**)

*EU 4*

- use appropriate enunciation, pace, eye contact, volume, and gestures to engage others. (**SL 9-10.1**)
- demonstrate the ability to face an audience with confidence while making an oral presentation.(**SL 9-10.1**)

*EU 5*

- develop appropriate questions in response to the thoughts of others. (**9.4.12.CT.3:**
- determine irrelevant and relevant input. (**SL 9-10.2, SL 9-10.3**)

**Stage Two - Assessment**

## Stage Three - Instruction

**Learning Plan: Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections:** Each learning activity listed must be accompanied by a learning goal of **A= Acquiring basic knowledge and skills, M= Making meaning and/or a T= Transfer.** {place A, M and/or T along with the applicable EU number in parentheses after each statement} All knowledge and skills must be addressed in this section with a corresponding lesson/activity which teaches each concept. The following color codes are used to notate activities that correspond with interdisciplinary connections and 21st Century Life & Career Connections (which involves Technology Literacy): **Red = Interdisciplinary Connection; Purple = 21st Century Life & Career Connection**

- Evaluate non-verbal communication that elicits open vs closed communication (A,M, EU4 )
- Discuss the benefits of developing personal relationships. (A, EU 3, EU 5)
- Post and discuss the 5 W's questions at the start/end of a unit. (A, EU 1, EU 2, EU 4)
- Use K-W-L to have students identify what they want to learn and know. (A, EU 2, EU 3)
- Read in unison with the teacher to practice cadence and voice projection (A,T EU 5)
- Role Play for appropriate and inappropriate speaking and listening in various settings. (A, M, T, EU 4, EU 5)
- Invite students to generate questions after a presentation or viewing a media clip. (M, EU2 )
- Use a graphic organizer to chart common misconceptions about proper/improper speaking and listening. (M,T EU 3)
- Role-play necessary social skills for maintaining a conversation. (M, EU 2, EU 5)
- Distinguish between informal and formal conversation settings. (M, EU 3)
- Read orally to the class demonstrating an appropriate tone of voice, pacing, and gestures. (M, EU 4)
- Narrate a "How To" (ex:recipe)project (M,T, EU 4)
- Recall and restate information presented on field trips. (M,T, EU 2)
- Utilize the the phone to acquire or give information appropriately(T, EU 1, EU 2, EU 5)

## Pacing Guide

\*All activities and skills will be worked on continuously throughout the year.

<b>Unit #</b>	<b>Title of Unit</b>	<b>Approximate # of teaching days</b>
1	Writing	Equally addressed daily throughout the school year.
2	<i>Reading</i>	Equally addressed daily throughout the school year.
3	<i>Speaking &amp; Listening</i>	Equally addressed daily throughout the school year.

## Instructional Materials

## Accommodations

*Special Education:* The curriculum will be modified as per the Individualized Education Plan (IEP). Students will be accommodated based on specific accommodations listed in the IEP.

*Students with 504 Plans:* Students will be accommodated based on specific accommodations listed in the 504 Plan.

*English Language Learners:* Students will be accommodated based on individual need and in consultation with the ELL teacher.

*Students at Risk of School Failure:* Students will be accommodated based on individual need and provided various structural supports through their school.

*Gifted and Talented Students:* Students will be challenged to enhance their knowledge and skills through acceleration and additional independent research on the subject matter.