Communication Theory and Practice

Content Area: **English Language Arts**
Course(s):
Time Period: **Marking Period 1**
Length: **5-6 Weeks**
Status: **Published**

BRIEF SUMMARY OF UNIT

FOCUS: "Communication - the human connection - is the key to personal and career success." ***Paul J Meyer***

This unit centers on the importance of effective communication including listening, viewing, speaking, and nonverbal movement skills. The unit enables students to use language, voice and movement to develop collaborative, interpersonal and intrapersonal skills. The students will understand the importance of communication by creating and answering interview questions, presenting narrative presentations, analyzing mass media and marketing, and utilizing para language techniques. Students will actively engage in both large and small collaborative discussions and dialogues that enhance critical thinking and analysis of textual works. Students may complete mock interviews, anecdotal accounts, pantomine and communication activities, and narrative/anecdotal presentations. Personalized Learning allows students to self reflect and assess their own listening and speaking skills using the development and competition of a electronic porfolio. Students will understand that developing communication skills builds and maintains relationships, facilitates innovation, builds effective partnerships, and develops leadership.

Revision Date: July 2023

Standards

Information Literacy

This unit challenges students to locate, evaluate, and use information effectively. Information literacy includes, but is not limited to, digital, visual, media, textual, and technological literacy. Lessons may include the research process and how information is created and produced; critical thinking and using information resources; research methods, including the difference between primary and secondary sources; the difference between facts, points of view, and opinions, accessing peer-reviewed print and digital library resources; the economic, legal, social, and ethical issues surrounding the use of information.

The identified standards reflect a developmental progression across grade levels and make interdisciplinary connections across content areas including social sciences, technology, career readiness, cultural awareness and global citizenship. The standards that follow are relevant to this course in addition to the associated

content-based standards listed below.

9.1.2.CAP	Career Awareness and Planning
	Brainstorming can create new, innovative ideas.
9.4.2.CI.1	Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
LA.RL.9-10.2	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details and provide an objective summary of the text.
9.2.12.CAP.2	Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.
9.4.2.CI.2	Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).
LA.RL.9-10.3	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
9.2.12.CAP.3	Investigate how continuing education contributes to one's career and personal growth.
	Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem.
LA.RL.9-10.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
LA.RL.9-10.5	Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create specific effects (e.g., mystery, tension, or surprise).
9.4.2.CT.2	Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).
9.2.12.CAP.6	Identify transferable skills in career choices and design alternative career plans based on those skills.
LA.RL.9-10.6	Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
9.4.2.DC.1	Explain differences between ownership and sharing of information.
9.4.2.DC.2	Explain the importance of respecting digital content of others.
LA.RL.9-10.9	Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from mythology or the Bible or how a later author draws on a play by Shakespeare).
LA.RL.9-10.10a	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed.
9.4.2.DC.3	Explain how to be safe online and follow safe practices when using the internet (e.g., 8.1.2.NI.3, 8.1.2.NI.4).
9.4.2.DC.4	Compare information that should be kept private to information that might be made public.
LA.RL.9-10.10b	By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at grade level or above.
	An individual’s digital footprint reflects the various actions an individual makes online, both positive and negative.

9.4.2.DC.5	Explain what a digital footprint is and how it is created.
9.4.2.DC.6	Identify respectful and responsible ways to communicate in digital environments.
LA.RI.9-10.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
LA.RI.11-12.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
LA.RI.11-12.5	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
LA.RI.9-10.6	Determine an author's point of view or purpose in a text and analyze how an author uses rhetorical devices to advance that point of view or purpose.
LA.RI.11-12.6	Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.
9.4.2.GCA.1	Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).
LA.RI.9-10.7	Analyze various perspectives as presented in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.
LA.RI.11-12.8	Describe and evaluate the reasoning in seminal U.S. and global texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).
LA.RI.11-12.9	Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes and rhetorical features, including primary source documents relevant to U.S. and/or global history.
	A variety of diverse sources, contexts, disciplines, and cultures provide valuable and necessary information that can be used for different purposes.
LA.W.11-12.1.A	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
9.4.2.TL.1	Identify the basic features of a digital tool and explain the purpose of the tool (e.g., 8.2.2.ED.1).
9.4.2.TL.2	Create a document using a word processing application.
LA.W.11-12.1.C	Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
LA.W.9-10.1.D	Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
LA.W.11-12.1.D	Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
9.4.2.TL.4	Navigate a virtual space to build context and describe the visual content.

9.4.2.TL.5	Describe the difference between real and virtual experiences.
LA.W.9-10.2.A	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
LA.W.11-12.2.A	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. Collaboration can simplify the work an individual has to do and sometimes produce a better product.
LA.W.9-10.2.B	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
LA.W.11-12.2.B	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
9.4.2.TL.7	Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts (e.g., W.2.6., 8.2.2.ED.2).
LA.W.11-12.2.C	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
LA.W.9-10.2.C	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
LA.W.11-12.2.D	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
LA.W.11-12.2.E	Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
LA.W.9-10.2.E	Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
LA.W.9-10.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
LA.W.11-12.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
LA.W.9-10.3.A	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
LA.W.11-12.3.A	Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
LA.W.9-10.3.B	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
LA.W.11-12.3.B	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
LA.W.9-10.3.C	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
LA.W.11-12.3.C	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).

LA.W.9-10.3.D	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
LA.W.11-12.3.D	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
LA.W.11-12.3.E	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
LA.W.9-10.3.E	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
LA.W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LA.W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LA.W.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
LA.W.9-10.6	Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
LA.W.11-12.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LA.W.9-10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).
LA.SL.11-12.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
LA.SL.9-10.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
LA.SL.9-10.1.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.
LA.SL.11-12.1.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.
LA.SL.11-12.1.B	Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g., student developed rubrics), and establish individual roles as needed.
LA.SL.9-10.1.B	Collaborate with peers to set rules for discussions (e.g., informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g., student developed rubric) and assign individual roles as needed.
LA.SL.11-12.1.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.

LA.SL.9-10.1.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.
LA.SL.9-10.1.D	Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.
LA.SL.9-10.2	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.
LA.SL.9-10.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence.
LA.SL.11-12.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
LA.SL.11-12.4	Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
LA.SL.9-10.4	Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
LA.SL.9-10.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest.
LA.SL.11-12.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
LA.SL.9-10.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.
LA.L.11-12.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.9-10.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.9-10.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.L.11-12.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
LA.L.11-12.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.
LA.L.9-10.3	Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.
LA.L.9-10.3.A	Vary word choice and sentence structure to demonstrate an understanding of the influence of language.
LA.L.11-12.4.A	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
LA.L.11-12.4.B	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).
LA.L.9-10.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
LA.L.11-12.4.C	Consult general and specialized reference materials (e.g., dictionaries, glossaries,

	thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
LA.L.11-12.4.D	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
LA.L.11-12.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
LA.L.9-10.4.B	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
LA.L.11-12.5.A	Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
LA.L.11-12.5.B	Analyze nuances in the meaning of words with similar denotations.
LA.L.9-10.4.D	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
LA.L.9-10.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
LA.L.11-12.6	Acquire and use accurately 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.
LA.L.9-10.5.A	Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.

Essential Questions

- How does active listening enhance class discussions and collaborative activities?
- How do the media use rhetoric to influence a consumer?
- How do you prepare for an interview?
- How does effective speech build confidence?
- How does understanding the various types of non verbal communications.enhance discussions, interviews, and presentations?
- How does utilizing communication skills and body language enhance the delivery of a speech?
- How has propaganda been used in the past?
- How is effective speech important now and in the future?
- How is media evolving, and who or what control the media?
- What are common errors in articulation?
- What are different types of non verbal communication?
- What are rhetorical devices (ethos, pathos, logos)?
- What are some confidence building techniques?
- What are the barriers of effective listening?
- What are the characteristics of an effective speaker?
- What are the different types of interview questions?
- What are the different types of speech communication?
- What are the methods of nonverbal communication?

- What are the responsibilities of an active listener?
- What are the responsibilities of the interview and interviewee?
- What are ways propaganda is used currently?
- What constitutes effective listening?
- What is speech communication?
- What makes effective non verbal communication and para language?

Students Will Know/Students Will Be Skilled At

- How a presenter deterimine the needs of an audience using narrative,anecdotal presentations
- How basic oratorical skills in both language usage and delivery effects communication
- How determining the purpose and/or claim of a presentation enhances understanding
- How developing communication skills creates opportunities for advocacy
- How developing para language skills enhances communication
- How effectively listening skills enhances communication
- How identifying the types of questions enhances an interview or discussion
- How methods of non verbal communication effects an audience
- How public speaking challenges the individual to behave ethically
- How public speaking challenges the individual to consider audience diversity
- How public speaking skills empower the individual
- How the audience of a small setting utilizes various methods of communication
- How the public speaking process is audience centered
- How the use of narrative, anecdotal presentations affect an audience
- How to articulate ideas into effective dialogue
- How to become effective listeners
- How to determine characteristics of effective speakers
- How to determine the approaches to an interview
- How to determine the needs of an audience
- How to evaluate interviewees and interviews methods to effectively guide an interview
- How to gain confidence in communication activities
- How to identify skills in effective listening
- How to use effective listening and speaking skills during small group settings
- How various types of non verbal communication are effective
- How various types of speech communications influence audiences
- Several popular strategies used by the media to inform, persuade, entertain and transmit ideas.
- The similarities and differences between media types.

Evidence/Performance Tasks

Developmental progression across years in both reading and writing is evidenced by multiple benchmark

assessment screeners, administered two times per year. Follow up diagnostic assessments are used to target skill remediation. Student proficiency allows for additional or alternative assessment based on demonstration or absence of skill.

Students demonstrate differentiated proficiency through both formative and summative assessments in the classroom. Based on individual student readiness and performance, assessments can be implemented as formative and/or summative.

The performance tasks listed below are examples of the types of assessments teachers may use in the classroom and the data collected by the district to track student progress.

Formative:

- Teacher Observations
- Accountable Talk, Socratic Seminars/Fish Bowls
- Analysis of multimodal text sets
- Analysis of critical commentary, literary criticism
- Writers Notebook (quick writes/drafts/prewrites), emphasizing author's craft
- Close reading analysis of text using evidence as substantiation
- Conferences: Individual and small group, accompanying conference notes
- Reflective exercises and assessments
- Oral Reading and Interpretation
- Peer and self-evaluations of learning
- Entrance and Exit Tickets
- Open-Ended Responses in Journal
- Textual Analysis Reading Responses
- Dialectical Journal
- Rhetorical Precis
- SOAPSTone Analysis

Summative, including Alternative Assessments:

- On-demand Writing Assessments, timed and untimed
- Researched Presentations
- Performance Assessments
- Project-based Learning
- Problem-based Learning
- Personalized Learning
- Visual Literacy Prompts
- Digital Portfolios
- Online Discussion Forums
- Analytical and Expository Essay

Benchmark:

- Benchmark reading and writing assessments, scored using rubrics, district-created and standards-aligned; based on NJSLA, reported twice per year
- Engage in text set analysis using visual literacy and close reading analysis strategies to compose a claim and use evidence as support
- Grade-level Standards-based Rubrics
- Common Lit Reading Benchmark Assessments, three times per year (grades 9-11)
- Advanced Placement tests (grades 11-12)
- NJGPA (grade 11)
- NJSLA (grade 9)
- PSAT (grades 10-11)
- SAT (grades 11-12)
- Final Exam
- IXL

- Analyze advertisements for use of propaganda and fallacies.
- Activities (self and cooperative) for Effective Listening skills
- Activities for Pantomime Skills
- Creation of a Interview Critique
- Creation of a Mock Interview
- Creation of interviewing scenarios
- Creation of questions and answers using strategies and techniques for an interview
- Creation of Self-Reflection Critique Rubric and Response
- Development of electronic portfolios for self-reflection and assessment
- Development, Draft, Revision and Publication of a Narrative/ Personal Experience Speech
- Interview peers using various questioning techniques
- Presentation of a Narrative/ Personal Experience Speech
- Presentation of College and Career Mock Interviews
- Rehearsal of a Narrative/ Personal Experience Speech
- Rehearsal of Mock Interview Questions
- Rehearsal of Models of Narrative Speeches

Learning Plan

Instructional time will be dedicated to whole class text instruction, collaborative learning, and independent and personalized learning. The intent is for student-readers to have clear modelling through whole-class instruction. These strategies are practiced in a group setting of peers and through independent practice monitored through teacher conferencing with students. An emphasis will be based on the transfer of skills instruction, teaching the reader, not merely the content of the text. The text complexity and rigor of reading will be appropriate for grade 9-12; materials selection for whole-class and literature circles will be from the book list approved by the Board of Education. Classrooms will house rich and diverse independent reading libraries of both contemporary and canonical works.

The reading of text targets not only comprehension, but also analysis. Students will read both long-and short-form, exceprted and full-length, print and electronic, fiction and nonfiction texts. Study will include the analysis of visual texts including film

clips, art, infographic, maps, charts, graphs, cartoons, graphic novel. Technique and terminology specific to a genre of reading is examined. Research tasks are embedded throughout the year and a minimum of one task is completed during each unit. Vocabulary instruction will be chosen from the reading material.

Students write in all modes of rhetoric including narration/description, argument/persuasion, and exposition. Various forms of writing including digital writing are emphasized as well. Grammar instruction is embedded in writing instruction through mini-lessons, holding students accountable for skills taught and practiced; modelling is done through mentor texts, both published and student-crafted. Teachers focus on process in addition to product with an emphasis on synthesizing texts with nuanced understanding; teacher-created multi-modal text sets will be used as materials. High-and low-stakes, timed and untimed pieces are all important.

Teachers may personalize instruction during this unit and address the distinct learning needs, interests, aspirations, or cultural backgrounds of individual students. Personalized Learning allows students to self reflect and assess their own reading, writing, listening, viewing and speaking skills using the development and competition of a electronic porfolio, journal writing, writer's workbooks, independent reading, and/or book talks.

Materials

The materials used in this course integrate a variety of leveled instructional, enrichment, and intervention materials that support student learners at all levels in the school and home environments. Associated web content and media sources are infused into the unit as applicable and available.

Teachers must refer to the district-approved Core Book List while selecting whole-class or small-group leveled resources.

Instructional Materials

Instructional Materials

TED Talks: The Official Guide to Public Speaking, Anderson, 2017.

Common Reading:

Fictional Text (Novel, Short Story, Poetry)

Excerpts from various individual reading selections from independent classroom libraries, Cranford High School and Cranford Public Libraries

Exceprts from commonlit.org

NonFiction Text (Short, Long)

Library media databases including Facts on File, Ebsco, and Points of View

Visual Text (Art, Photography, Infographic, Film)

Online website including youtube.com, Library of Congress, and other databases

Independent/Small Group Reading:

Excerpts from various individual reading selections from independent classroom libraries, Cranford High School and Cranford Public Libraries

Speaking and Listening

Models of online sources including nflonline,org, speechanddebate.org, Library of Congress, and historical foundations

Writing (Narrative and Literary Analysis):

Student sample for modeling

Teacher-generated power points on thesis and essay development

Research:

MLA Format online: https://owl.english.purdue.edu/owl/resource/747/08

Purdue Owl:https://owl.english.purdue.edu/owl/

Cranford Public Library Online Resources: http://cranford.com/library/

Teacher Resources

- Buys, Sill, and Beck Text- Speaking by Doing
- Carlin and Paync Text- Public Speaking Today
- Glencoe McGraw Hill Text- The Basics of Speech
- McGutcheon, Schaffer, and Wycoff Text- Glencoe Speech
- Nextext- Essentials of Speech

- Online website including youtube.com
- Online websites including www.library of congress.com
- Online websites including www.nflonline.org (National Forensic League).
- Online websites including www.speech and debate.org (National Speech and Debate)
- Use of Whiteboard Technology using various search engines and websites.