Interpersonal Communication

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

BRIEF SUMMARY OF UNIT

FOCUS: "All communication must lead to change." ***Aristotle***

This unit centers on the importance of effective communication including managing conflicts, understanding discussion formats, creating cooperative leadership teams, developing productive study groups. The unit enables students to use language, voice and movement to develop collaborative, interpersonal skills. The students will understand the importance of communication by creating group discussions, presenting collaborative instructional or informative speeches, and building negotiation 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 ice-breaker activities, problem solving scenerios, anecdotal accounts, panel discussions, and Socratic discussions. 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.

9.4.2.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).
9.4.2.CI.2	Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).
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).
9.4.2.CT.3	Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
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.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.11-12.1.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.
LA.SL.11-12.2	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.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.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.11-12.6	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

Essential Questions

How do I develop questions and responses in a group setting?

How do I decide on my role in a cooperative group?

How do I promote change and growth within a group?

How do group demands affect problem-solving?

How do group dynamics move the problem-solving process forward?

What are the different types of problem-solving?

What are the reasons why groups are formed?

What are the problems and pitfalls of groups?

What are the strengths of groups?

What communication skills do I need to develop to participate in a cooperative group?

What different roles are often found in groups?

Students will know/Students will be skilled at

Utilize various self-assessment instruments available to assist students to understand and appreciate their individuality and develop individual plans for improving self-esteem.

A process to solve problems

how to use a variety of evidence to support arguments.

how to analyze audience attitudes toward a topic in order to best plan for the speech.

how to apply and evaluate effective speaking skills.

Conflict has positive and negative influences in collaborative groups.

how to present ideas in an organized manner

The following group roles: Mediator, note-taker, deviant, motivator, brainstormer, informationgiver/researcher, devil's advocate, dominator/monopolizer, distracter, skeptic, sniper, socializer

Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence and assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.

Apply knowledge of problem-solving processes based on various group situations

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 and 11-12 topics, texts and issues, building on others' ideas and expressing their own clearly and persuasively.

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) in order to evaluate the credibility and accuracy of each source.

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 a range of formal and informal tasks.

Use conflict to move discussion in a positive direction

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

- Complete a Public Service Announcement (PSA) utilizing propaganda and/or fallacies.
- Complete a Socratic Discussion
- Evaluate point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning, evidence and assessing the stance, links among ideas, points of emphasis, and tone.
- Group scenarios using various conflict-solution scenerios.
- Introduce group processes by putting students in groups and having them build something or solve a problem using only non-verbal communication. After the activity is completed, analyze the roles members took and the process used to complete the task.
- Research famous/infamous groups to examine and analyze the processes/roles used in the group. Report findings to the class.
- Use a panel discussion in which students are expected to collaboratively research a topic and present their research to the class.

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.

Reading

Read and analyze material for cooperative learning activities

Analyze an event reported through a variety of media to compare and contrast how different media outlets report the event.

Read and analyze political, social, and literary materials for a Socratic Discussion

Read and annotate resources for Public Service Announcements

Read and evaluate sources for a Socratic Discussion

Read materials regarding Problem Solving techniques and strategies

Read materials on techniques for effective listening and speaking scenerios

Read nonfiction selections from commonlit.com

Research

Utilizing MLA for format and citations

Utilizing online databases for PSA and Socratic Discussions

Analyze an event reported through a variety of media to compare and contrast how different media outlets report the event.

Utilizing online sources for PSA

Speaking and Listening

Complete various problem-solution scenarios using elements of communication taught in class.

Complete a Public Service Announcement

Complete a Socratic Discussion

Complete short ice-breaker speeches. Can be planned or impromptu.

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.

Teacher Resources

Buys, Sill, and Beck Text- Speaking by Doing

Barnet and Bedau's Current Issues and Enduring Questions: A Guide to Critical Thinking and Argument, with Readings.

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

National Forensics League (NFLonline,org)

Library of Congress

The Well-Crafted Sentence, Nora Bacon

Instructional Materials

Instructional Materials

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

Common Reading:

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

Exceprts from commonlit.org

Problem-Solution/ Conflict Resolution Scenerios

Excerpts of Propoganda

NonFiction Text (Short, Long)

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

Historical and political speeches

7 Propaganda Techniques for Students to Understand, Sheri Rose, 2014

Visual Text (Art, Photography, Infographic, Film)

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

Commercials of Propaganda

Print media of Propaganda and marketing techniques

Independent/Small Group Reading:

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

Commercials or Propaganda

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

Speaking and Listening

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

PBS videos on Propoganda

Music Videos

Commericals

Writing (Narrative and Literary Analysis):

Student sample for modeling

Teacher-generated power points on Propaganda and Marketing

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/

Suggested Strategies for Accommodation and Modification

Content specific accommodations and modifications as well as Career Ready Practices are listed here for all students, including: Special Education, English Language Learners, At Risk of School Failure, Gifted and Talented, Students with 504.

Possible accommodations include:

- Access speech-to-text function on computer
- Use visual presentations of all materials to include organizers, charts
- Allow students to set individual goals for writing/reading
- Offer graphic organizaers, note-taking models, strategies for summarizing, and questioning techniques
- Offer oral assessments
- Supply study guide questions and access to class notes
- Work in partnerships
- Give responses in a form (verbal or written) that is more accessible for the student
- Take additional time to compete a task or project
- Scaffold by chunking material and texts
- Individualize reading choices based on ability and level
- Take frequent breaks
- Use an alarm to help with time management
- Small group and one on one assessment
- Mark text with a highlighter or other manipulative such as a post-it
- Receive help coordinating assignments
- Answering fewer questions or completing shorter tasks
- Modify the length and quantity of assignments to fit individual
- Differentiate roles in discussion groups
- Use digital technology, eBooks,, audio version of printed text
- Create alternate assignments or homework
- Provide distinct steps in a process; elminate unnecessary steps, as needed
- Use art, music, and film to convey alternate interpretation of literature and assessment
- Manage executive function by scaffolding process and amending deadlines
- Encourage students to self-advocate and use alternate methods of presenting information
- Encourage the use of asynchronous learning to promote student autonomy and flexibility throughout the analysis and writing process.

Adhere to all modifications and accommodations as prescribed in IEP and 504 plan