

05 Critical Thinking and Active Listening Copied from: English SC Transition, Copied on: 11/15/23

Content Area: **ELA**
Course(s):
Time Period: **Full Year**
Length: **4 weeks**
Status: **Published**

General Overview, Course Description or Course Philosophy

The New Jersey Student Learning Standards for English Language Arts / Literacy lay out a vision of what it means to be a literate person in the twenty-first century. Indeed, the skills and understandings students are expected to demonstrate have wide applicability outside the classroom or workplace. Students who meet the Standards readily undertake the close, attentive reading that is at the heart of understanding and enjoying complex works of literature. They habitually perform the critical reading necessary to pick carefully through the staggering amount of information available today in print and digitally. They actively seek the wide, deep, and thoughtful engagement with high-quality literary and informational texts that builds knowledge, enlarges experience, and broadens worldviews. They reflexively demonstrate the cogent reasoning and use of evidence that is essential to both private deliberation and responsible citizenship in a democratic republic. In short, students who meet the Standards develop the skills in reading, writing, speaking, and listening that are the foundation for any creative and purposeful expression in language. In the self-contained transition setting of the course, students will learn essential aspects of the English 11&12 curriculum while exposing students to key elements to provide them with 21st Century Life Skills.

OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS

Students will understand that:

- being an active listener means thinking and considerably about what one hears
- critical thinkers examine their own thinking and the thinking of others to see if it makes sense or if there is a common idea
- being an active listener and critical thinker to some degree will make a person a better employee

CONTENT AREA STANDARDS

LA.L.11-12.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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.

RELATED STANDARDS (Technology, 21st Century Life & Careers, ELA Companion

Standards are Required)

CRP.K-12.CRP1.1	Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
CRP.K-12.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

EVIDENCE OF LEARNING

Formative Assessments

Oral participation, hands-on activities, group activities, teacher devised worksheets

Summative Assessments

End of unit test or project

RESOURCES (Instructional, Supplemental, Intervention Materials)

Teacher selected novels, short stories (excerpts), worksheets, various online resources, Learning Ally, American Literature for Life and Work-South-Western Educational Publishing.

INTERDISCIPLINARY CONNECTIONS

Use of technology in the classroom including internet searches (Google) as well as information provided on personal cell phones;

Problem Solving, Goal Setting, Citizenship, Technical Skills, Communication, Public Service, and Public Speaking

ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS

See link to Accommodations & Modifications document in course folder.