

12th grade Speaking and Listening

SPEAKING AND LISTENING

1.5 Speaking and Listening

Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.

- Comprehension and Collaboration
- Presentation of Knowledge and Ideas
- Integration of Knowledge and Ideas
- Conventions of Standard English

Essential (Unit) Questions:

What are the various contributing factors of a successful collaborative discussion and/or oral presentation?

Competencies: The students will be able to...

- Participate in a class discussion as a contributing member
- Determine a speaker’s validity based upon evidence and reasoning
- Identify and understand the use of logical fallacies
- Integrate various sources of media to contribute to the overall effectiveness of the presentation
- Provide coherent and open-ended questions that evoke discussion amongst the entire class.

Related Common Core Standards:

Comprehension and Collaboration: Collaborative Discussion, Critical Listening, Evaluating Information

- **CC.1.5.11 - 12.A** Initiate and participate effectively in a range of collaborative discussions on grade level topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
- **CC.1.5.11 - 12.B** Evaluate a speaker’s perspective, reasoning, and use of evidence and rhetoric affect the credibility of an argument through the author’s stance, premises, links among ideas, word choice, points of emphasis, and tone.
- **CC.1.5.11 - 12.C** Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

<p>Suggested Activities/Strategies</p> <ul style="list-style-type: none">● Socratic Seminar/small group discussions (additional information on Socratic method www.learnnc.org/lp/pages/4994)● Think-Pair-Share evaluation of presented materials● Application of speaking and listening skills to all class discussion (applicable to literature/nonfiction and	<p>Assessment Evidence:</p> <ul style="list-style-type: none">● Socratic Seminar (R-provide a rubric to students on expectations to be graded.)● Individual, partner, or small group presentations● Implementation of PowerPoint or other visual aid effectiveness● Informal assessment of class notes● Objective test on material presented
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R=Remediation Strategy

E=Enrichment Strategy

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<p>writing units as well)</p> <ul style="list-style-type: none">● Student-prepared questions regarding literal, inferential, and critical interpretation of material (R-Flexible small grouping mixed ability)● Prepare formal oral presentation incorporating visual aids, such as posters, prepared overhead transparencies, or PowerPoint presentation (R - partner or small group presentations)	<p>orally in class</p> <ul style="list-style-type: none">● Teacher observation of class discussions● Peer evaluation● Teacher's observation of students' class participation, in both small-group and Socratic Seminar discussions● Delivery of formal presentation● Teacher Observations● Study Island activities● <i>E - Mini-Lesson /Group Presentations</i>
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Essential (Unit) Questions:

How can a speech be adapted for a new audience?
 How can digital media be implemented to enhance the effectiveness of the presentation?

Competencies: The students will be able to...

- Incorporate various technologies into oral presentation (i.e., video, overhead, computer technology, visuals, etc.)
- Deliver an effective speech, focused on a specific audience, using:
 - Varied and effective wording
 - Natural and varied tone
 - Consistent grammar
 - Clear diction
 - Proper pace
 - Appropriate gestures

Related Common Core Standards:

Presentation of Knowledge and Ideas: Purpose, Audience, and Task, Context

Integration of Knowledge and Ideas: Multimedia

- **CC.1.5.11 - 12.D** Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task.
- **CC.1.5.11 - 12.E** Adapt speech to a variety of contexts and tasks.
- **CC.1.5.11 - 12.F** Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.

Suggested Activities/Strategies

- *E - Rewrite original speech for a different audience*
- Brainstorm effective determine the best technology to incorporate in the presentation
- Think-Pair-Share with a partner those technology ideas
- *R - Social Media Audience Strategy*

Assessment Evidence:

- Two versions of a speech for two different audiences
- Implementation of technology into the presentation
- Teacher observations
- Study Island activities
- *E - Mini-lesson /Group Presentations of revised speech*
- Teacher's observation of students' class participation, in both small-group and Socratic Seminar discussions

Essential (Unit) Questions:

R=Remediation Strategy

E=Enrichment Strategy

What is the appropriate language that should be used during a speech/collaborative discussion?

Competencies: The students will be able to...

- Use grammatically appropriate speech
- Understand what language should be utilized depending on the audience
- Determine how to modify the content/language of a speech for a different audience
- Acknowledge, and understand how to use, nonverbal language used during a speech

<p>Related Common Core Standards: <i>Convention of Standard English</i></p> <ul style="list-style-type: none">● CC.1.5.11 -12.G Demonstrate command of the conventions of standard English when speaking based on 11 -12 level and content.

<p>Assessment Evidence:</p> <ul style="list-style-type: none">● Outline and revision of speech based upon intended audience● Delivery of formal speech● <i>E -Oral critique of peer's finished product</i>● Peer edit● Teacher observations● Study Island activities● Teacher's observation of students' class participation, in both small-group and Socratic Seminar discussions● R-Simulated mock campaign speech for chosen position (ex. principal, teacher, etc.)	<p>Assessment Evidence:</p> <ul style="list-style-type: none">● Outline and revision of speech based upon intended audience● Delivery of formal speech● <i>E -Oral critique of peer's finished product</i>● Peer edit● Teacher observations● Study Island activities● Teacher's observation of students' class participation, in both small-group and Socratic Seminar discussions
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