

# 9<sup>th</sup>-10<sup>th</sup> Grade Academic Content Standards for English Language Arts

## Standard: **Communication: Oral and Visual**

	<b>Grade Level Indicator</b>	<b>Implementation Plan</b>
Listening and Viewing	1. Apply active listening strategies (e.g., monitoring message for clarity, selecting and organizing essential information, noting cues such as changes in pace) in a variety of settings.	<ul style="list-style-type: none"> <li>• Assign summary of main points of a videotaped speech (for instance, King, "I Have a Dream").</li> <li>• Require student audience to evaluate speech in written response according to rubric.</li> </ul>
	2. Interpret types of arguments used by the speaker such as authority and appeals to audience.	<ul style="list-style-type: none"> <li>• View and discuss videotape or speaker reading a speech (including fellow students' oral presentations) for types of arguments.</li> <li>• Review rhetorical situation and Aristotle's three appeals.</li> </ul>
	3. Evaluate the credibility of the speaker (i.e., hidden agendas, slanted or biased material) and recognize fallacies of reasoning used in presentations and media messages.	<ul style="list-style-type: none"> <li>• Teach logical fallacies, analyze models, assign students to locate and report on examples.</li> <li>• Read or view speeches (press briefings?) that contain speaker's hidden agendas, biases, slanting of material.</li> </ul>
	4. Identify how language choice and delivery styles (e.g., repetition, appeal to emotion, eye contact) contribute to meaning.	<ul style="list-style-type: none"> <li>• Discuss mood and tone as function of diction, syntax, etc. Show examples.</li> <li>• Provide organizer to process observations on diction, syntax, figurative language, etc., as they result in mood or tone.</li> <li>• Discuss effects on audience of these strategies.</li> </ul>
Speaking Skills and Strategies	5. Demonstrate an understanding of the rules of the English language and select language appropriate to purpose and audience.	<ul style="list-style-type: none"> <li>• Assess student speeches on this basis (include these factors in rubric for oral presentation).</li> <li>• Require written audience/purpose analysis with persuasive speech assignment.</li> </ul>
	6. Adjust volume, phrasing, enunciation, voice modulation and inflection to stress important ideas and impact audience response.	<ul style="list-style-type: none"> <li>• Discuss how model speakers/speeches (King, et al.) use these techniques.</li> <li>• Practice nailing or experimentally varying these factors in a single speech, to assess impact of technique.</li> <li>• Include these factors in rubric for student speeches.</li> </ul>
	7. Vary language choices as appropriate to the context of the speech.	<ul style="list-style-type: none"> <li>• Show or read example of one speaker varying language choices for different audiences, or require students to practice such variation themselves.</li> <li>• Discuss purpose and audience in connection with speeches.</li> <li>• Include appropriate language choices in speech rubric.</li> </ul>

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Speaking Applications	<p>8. Deliver informational presentations (e.g., expository, research) that:</p> <p>a. demonstrate an understanding of the topic and present events or ideas in a logical sequence;</p> <p>b. support the controlling idea or thesis with well-chosen and relevant facts, details, examples, quotations, statistics, stories and anecdotes;</p> <p>c. include an effective introduction and conclusion and use a consistent organizational structure (e.g., cause-effect, compare-contrast, problem-solution);</p> <p>d. use appropriate visual materials (e.g., diagrams, charts, illustrations) and available technology to enhance presentation; and</p> <p>e. draw from multiple sources, including both primary and secondary sources, and identify sources used.</p>	<ul style="list-style-type: none"><li>• Assign oral presentation derived from research paper (work-in-progress report, precis, etc.).</li><li>• Provide rubric for expository presentation.</li><li>• Require discussion of validity and reliability of sources in such assignments.</li><li>• Review organizational options for exposition (resource: <a href="#">Prose Models</a>).</li></ul>
	<p>9. Deliver formal and informal descriptive presentations that convey relevant information and descriptive details.</p>	<ul style="list-style-type: none"><li>• Assign descriptive oral presentation.</li><li>• Provide rubric, including descriptive features and general oral presentation criteria.</li></ul>

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	<p>10. Deliver persuasive presentations that:</p> <p>a. establish and develop a logical and controlled argument;</p> <p>b. include relevant evidence, differentiating between evidence and opinion, to support a position and to address counter-arguments or listener biases;</p> <p>c. use persuasive strategies such as rhetorical devices, anecdotes and appeals to emotion, authority and reason; and</p> <p>d. consistently use common organizational structures as appropriate (e.g., cause-effect, compare-contrast, problem-solution); and</p> <p>e. use speaking techniques (e.g., reasoning, emotional appeal, case studies or analogies).</p>	<ul style="list-style-type: none"><li>• Assign persuasive speech (in tandem with persuasive paper?).</li><li>• Provide rubric with appropriate features.</li><li>• Require rhetorical analysis and adoption of various appropriate rhetorical devices in connection with speech.</li><li>• Emphasize importance of consistent organizational structure; refer to models (resources: <a href="#">Prose Models</a>, <a href="#">A Writer's Reference</a>).</li></ul>