

Grade 10 - E3 Speaking, Listening and Viewing

Speaking, listening, and viewing are fundamental processes which people use to express, explore, and learn about ideas. The functions of speaking, listening, and viewing include gathering and sharing information; persuading others; expressing and understanding ideas; coordinating activities with others; and selecting and critically analyzing messages. The contexts of these communication functions include one-to-one conferences, small group interactions, large audiences and meetings, and interactions with broadcast media.

E3a The student participates in one-to-one conferences with a teacher, paraprofessional, or adult volunteer, in which the student:

E3a.1 initiates new topics in addition to responding to adult-initiated topics;

E3a.2 asks relevant questions;

E3a.3 responds to questions with appropriate elaboration;

E3a.4 uses language cues to indicate different levels of certainty or hypothesizing, e.g., “what if...,” “very likely...,” “I’m unsure whether...”;

E3a.5 confirms understanding by paraphrasing the adult’s directions or suggestions.

Examples of one-to-one interactions include:

- ❑ *Analytical discussion of movies or television programs in a one to one situation.*
- ❑ *Student-teacher conferences regarding a draft of an essay, the student’s progress on a mathematics assignment, or the state of a science project.*
- ❑ *Assessment interview by a teacher about an author or book.*
- ❑ *Discussion of portfolio artifacts.*

E3b The student participates in group meetings, in which the student:

E3b.1 displays appropriate turn-taking behaviors;

E3b.2 actively solicits another person’s comment or opinion;

E3b.3 offers own opinion forcefully without dominating;

E3b.4 responds appropriately to comments and questions;

E3b.5 volunteers contributions and responds when directly solicited by teacher or discussion leader;

E3b.6 gives reasons in support of opinions expressed;

E3b.7 clarifies, illustrates, or expands on a response when asked to do so; asks classmates for similar expansions;

E3b.8 employs a group decision-technique such as brainstorming or problem-solving sequence (e.g. recognize problem, define problem, identify possible solutions, select optimal solution, implement solution, evaluate solution);

E3b.9 divides labor so as to achieve the overall group goal efficiently.

Examples of activities involving group meetings include:

- ❑ *Develop and negotiate a classroom rubric.*
- ❑ *Engage in classroom town meetings.*
- ❑ *Participate in book talks with other students.*
- ❑ *Work as part of a group to solve a complex mathematical task.*
- ❑ *Role-play to understand better a certain historical event.*
- ❑ *Participate in peer writing response groups.*

E3c The student prepares and delivers an individual presentation, in which the student:

E3c.1 shapes information to achieve a particular purpose and to appeal to the interests and background knowledge of audience members;

E3c.2 shapes content and organization according to criteria for importance and impact rather than according to availability of information in resource materials;

E3c.3 uses notes or other memory aids to structure the presentation;

E3c.4 develops several main points relating to a single thesis;

E3c.5 engages the audience with appropriate verbal cues and eye contact;

E3c.6 projects a sense of individuality and personality in selecting and organizing content and in delivery.

Examples of presentations include:

- ❑ *An individual talk which develops several main points relating to a single thesis (e.g. describing a problem and evaluating alternative solutions to that problem or explaining several causes leading to a historical event, or constructing different types of argument, all supporting a particular policy).*
- ❑ *A public panel discussion during which each member of the panel speaks about a particular area of expertise relating to the overall topic.*
- ❑ *A forum discussion during which audience members question and respond to panelists during a presentation.*

- ❑ *A simulated congress (e.g., Model United Nations) in which each participant “represents” the interests of a particular constituency.*

E3d The student makes informed judgments about television, radio, and film productions; that is, the student:

E3d.1 demonstrates an awareness of the presence of the media in the daily lives of most people;

E3d.2 evaluates the role of the media in focusing attention and in forming opinion;

E3d.3 judges the extent to which the media are a source of entertainment as well as a source of information;

E3d.4 defines the role of advertising as part of media presentation.

Examples of activities through which students might produce evidence of making informed judgments about television, radio, and film production include:

- ❑ *Maintain a week’s log to document personal viewing habits, and analyze the information collected in the log.*
- ❑ *Summarize patterns of media exposure in writing or in an oral report.*

- ❑ *Analyze the appeal of popular television shows and films for particular audiences.*
- ❑ *Explain the use of “propaganda techniques” (e.g., bandwagon, glittering generalities, celebrity) in television commercials.*

E3e The student listens to and analyzes a public speaking performance; that is, the student:

E3e.1 takes notes on salient information;

E3e.2 identifies types of arguments (e.g., causation, authority, analogy) and identifies types of logical fallacies (e.g., ad hominem, inferring causation from correlation, over-generalization);

E3e.3 accurately summarizes the essence of each speaker’s remarks; formulates a judgment about the issues under discussion.

Examples of activities through which students might provide evidence of analysis of public speaking include:

- ❑ *Take notes of a meeting of a local government council or of an institution’s governing body.*
- ❑ *Make a report detailing testimony from a local trial.*
- ❑ *Analyze an address by a political leader.*