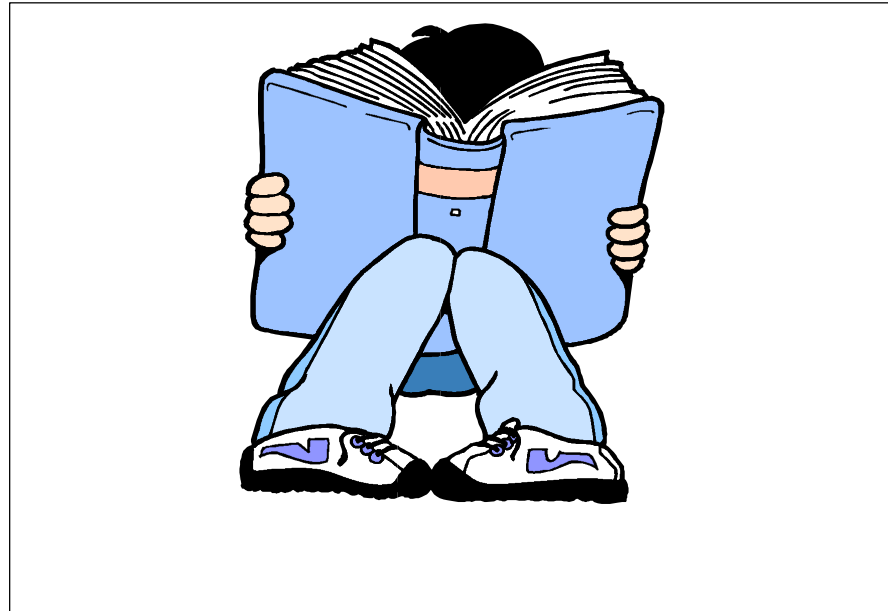


Public Speaking



Grade 8: Unit 1

Title of Unit: Debate

Course Description
(Workshop Model)

Public Speaking is introduced to students in the eighth grade as an important component of their academic work and academic success. In addition, it is also introduced as an important component of their social lives. Students will learn the art of Debate by engaging effectively in a range of collaborative discussions with diverse partners, building on others' ideas and expressing their own clearly and persuasively. Students will also integrate and evaluate information presented in diverse media and formats, including visual, quantitative, and oral and evaluate the motives behind its presentation. Students will learn how to evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. Students will also present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style that are appropriate to task, purpose, and audience. Students will plan and present a narrative that: establishes a context and point of view, presents a logical sequence, uses narrative techniques (e.g., dialogue, pacing, description, sensory language), uses a variety of transitions, and provides a conclusion that reflects the experience. Students will be introduced to and participate in the debating process.

To make learning active, engaging, and responsive to students' needs, a workshop model is employed. Teachers use the "I Do, We Do, You Do" instructional method. This model proactively supports student learning and develops their voices as public speakers through teacher modeling, guided practice, and independent demonstration of learning or understanding. The eighth grade Public Speaking course and instruction builds on prior learning while supporting student achievement in Speaking and Listening. The Common Core Standards are designed to provide a clear understanding of what students are expected to learn so teachers and parents can take ownership in the education process. The standards are designed to be robust and relevant to the real world while reflecting on the knowledge and skills young learners need for future success in college and career readiness. By providing a rigorous education that supports student achievement, we prepare them for a future where they can successfully compete in the global economy. It is our goal to establish a community of learners that become productive members of society striving to achieve their life-long goals.

Rationale

In order to plan instruction inclusive of all students in the Public Speaking classroom, a comprehensive curriculum has been developed. The standards covered during each instructional unit of the Public Speaking curriculum are reflective of the New Jersey Student Learning Standards outlined in the New Jersey Curriculum Framework. Each standard in speaking and listening has been unpacked to illustrate the critical knowledge and skills students need in order to master the standard. Essential questions and sample activities are included to utilize when teaching such standard.

Pacing Chart – Unit 1

Topic: Debate	NJSLS	
<p>DISTRICT RESOURCES</p> <p>Students will learn and practice the following in the Public Speaking Curriculum:</p> <ul style="list-style-type: none"> Oral Communication (weekly vocabulary building) Elements of Communication Grammar Usage Articulation Pronunciation Verbal and Nonverbal Messages Channels of Communication Volume and Rate Body Movement Informative Speech Writing Persuasive Speech Writing Speaking from an Outline Speaking from Notecards Speaking from a Manuscript Impromptu Speaking Extemporaneous Speaking Audience Analysis Responding to and Controlling all types of questions Guidelines for giving and accepting Constructive Criticism 	<p style="text-align: center;">Speaking and Listening Standards:</p> <p>SL.8.1A,B,C,D, SL.8.3, SL.8.4, SL.8.5, SL.8.6</p> <p style="text-align: center;">Language Standards:</p> <p>L.8.1A,B,C,D, L.8.2A,B,C, L.8.3A, L.8.4A,B,C,D, L.8.5A,B, L.8.6</p>	<p style="text-align: center;">Instruction: 7 weeks</p> <p style="text-align: center;">Assessment: 1 week</p> <p style="text-align: center;">Remediation/Enrichment: 1 week</p>

Audience member Etiquette
Public Speaking and PowerPoint Presentations (Elements of a good PowerPoint presentation)
Evaluating a speaker's point of view, reasoning, and use of evidence and rhetoric
Planning and delivering presentations on the following: argument, narrative, informative/explanatory and response to literature
Preparing and participating effectively in a range of conversations and collaborations with diverse partners, building on other's ideas and expressing their own clearly and persuasively
Using transitional statements
Critical listening skills
Debate
Lincoln-Douglas Debate Style
Policy Debate Style
Choose, gather research, develop, edit, practice and present a variety of speeches

The learning objectives of Public Speaking are as follows:

- Students will improve vocabulary**
- Students will understand oral communication**
- Students will practice grammar usage**
- Students will take part in articulation drills**
- Students will practice pronunciation**
- Students will learn how to read verbal and nonverbal messages in public speaking**
- Students will learn how to control their volume and rate while speaking publicly**

<p>Students will understand and control their body movement while speaking publicly</p> <p>Students will learn how to write an informative speech</p> <p>Students will learn how to write a persuasive speech</p> <p>Students will learn strategies how to speak from an outline</p> <p>Students will learn strategies how to speak from notecards</p> <p>Students will learn strategies how to speak from a manuscript</p> <p>Students will learn impromptu speaking strategies</p> <p>Students will learn extemporaneous speaking strategies</p> <p>Students will learn how to analyze their audience</p> <p>Students will learn strategies for controlling different types of questioners during question and answer sessions</p> <p>Students will learn how to respond to a variety of questions</p> <p>Students will learn the guidelines of giving and accepting constructive criticism</p> <p>Students will learn proper audience etiquette</p> <p>Students will learn how to create an effective PowerPoint Presentation</p> <p>Students will be able to identify claims and arguments</p> <p>Students will be able to identify the reasons and evidence that support a person's claims</p> <p>Students will know how to incorporate evidence or information about a topic, text, or issue during a discussion</p> <p>Students will select appropriate multimedia components that have clear meaning to the presentation</p> <p>Students will plan and deliver an informative/explanatory presentation that: develops a topic with relevant facts, definitions, and concrete details; uses appropriate transitions to clarify relationship; uses precise language and domain specific vocabulary; and provides a strong conclusion</p> <p>Students will engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics,</p>		
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<p>texts, and issues, building on others' ideas and expressing their own clearly</p> <p>Students will learn how to effectively utilize transitions in their writing</p> <p>Students will hone their critical listening skills</p> <p>Students will understand debate and the process of debating</p> <p>Students will demonstrate advanced proficiency skills during participation in a Lincoln-Douglas Debate</p> <p>Students will demonstrate advanced proficiency skills during participation in a Policy Debate</p> <p>Students will choose, gather research, develop, edit, practice and present the following speeches: Informative Speech, Persuasive Speech, Autobiography Speech, Process Speech, Special Occasion Speech, Speech About an Object, and Speech About a concept, idea, philosophy, hypothesis or argument</p>		
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Effective Pedagogical Routines/Instructional Strategies

<p style="text-align: center;">Collaborative problem solving</p> <p style="text-align: center;">Writing to learn Making thinking visible Note- taking</p> <p style="text-align: center;">Rereading & rewriting</p> <p style="text-align: center;">Establishing text-based norms for discussions & writing Establishing metacognitive reflection & articulation as a regular pattern in learning</p> <p style="text-align: center;">Quick writes</p> <p style="text-align: center;">Pair/trio Sharing</p> <p style="text-align: center;">Turn and Talk</p> <p style="text-align: center;">Charting</p> <p style="text-align: center;">Gallery Walks Whole class discussions</p> <p style="text-align: center;">Modeling</p>	<p style="text-align: center;">Word Study Drills</p> <p style="text-align: center;">Flash Cards</p> <p style="text-align: center;">Interviews</p> <p style="text-align: center;">Role Playing</p> <p style="text-align: center;">Articulation</p> <p style="text-align: center;">Vocal Production</p> <p style="text-align: center;">Diagrams, charts and graphs</p> <p style="text-align: center;">Storytelling Coaching</p> <p style="text-align: center;">Reading partners</p> <p style="text-align: center;">Visuals</p> <p style="text-align: center;">Reading Aloud</p> <p style="text-align: center;">Model (I Do), Prompt (We Do), Check (You Do)</p> <p style="text-align: center;">Mind Mapping</p> <p style="text-align: center;">Trackers</p> <p style="text-align: center;">Multiple Response Strategies</p> <p style="text-align: center;">Choral reading</p> <p style="text-align: center;">Reader's/Writer's Notebooks</p> <p style="text-align: center;">Conferencing</p>
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Educational Technology Standards

8.1.8.A.1, 8.1.8.A.2, 8.1.8.A.3, 8.1.8.B.2, 8.1.8.C.1, 8.1.8.D.1, 8.1.8.D.2, 8.1.8.D.3, 8.1.8.D.4, 8.1.8.D.5, 8.1.8.E.1, 8.1.8.F.1

Technology Operations and Concepts

Demonstrate knowledge of a real world problem using digital tools.

Create a document using one or more digital applications to be critiqued by professionals for usability.

Use and/or develop a simulation that provides an environment to solve a real world problem or theory.

Creativity and Innovation

Synthesize and publish information about a local or global issue or event.

Communication and Collaboration

Collaborate to develop and publish work that provides perspectives on a global problem for discussions with learners from other countries.

Digital Citizenship

Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.

Demonstrate the application of appropriate citations to digital content.

Demonstrate an understanding of fair use and Creative Commons to intellectual property.

Assess the credibility and accuracy of digital content.

Understand appropriate uses for social media and the negative consequences of misuse.

Research and Information Literacy

Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.

Critical Thinking, Problem Solving, Decision Making

Explore a local issue, by using digital tools to collect and analyze data to identify a solution and make an informed decision.

Computer Skills

Keyboarding - Demonstrate mastery of:

- Home Row
- Upper Row and Lower Row
- Number Row
- Shift Key

Basic Computer Skills – Demonstrate mastery of:

- Acceptable Use Policies
- Symbols of Technology
- Dramatic Digital Video
- Printer and Scanner
- Identifying Computer Devices
- Audience and Media

Word Processing- Demonstrate mastery of:

- Creating and Organizing Content
- Revising, Formatting, Proofreading, and Editing
- Page Layout and Desktop Publishing
- Copy, Cut, and Paste
- Insert Clip Art, Columns, and Chart/Table
- Headers/Footers
- Bold/Alignment

Stamina - In accordance with CCSS.ELA-Literacy.W.8.6

- Use technology, including the Internet, to produce and publish writing and **present relationships between information and ideas efficiently** as well as to interact and collaborate with others.

Career Ready Practices

Standards

CRP1, CRP2, CRP3, CRP4, CRP5, CRP6, CRP7, CRP8, CRP9, CRP10, CRP11, CRP12

CRP1. Act as a responsible and contributing citizen and employee

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.

CRP2. Apply appropriate academic and technical skills.

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

CRP3. Attend to personal health and financial well-being.

Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial wellbeing, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.

CRP4. Communicate clearly and effectively and with reason.

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.

CRP5. Consider the environmental, social and economic impacts of decisions.

Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

CRP6. Demonstrate creativity and innovation.

Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

CRP7. Employ valid and reliable research strategies.

Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

CRP9. Model integrity, ethical leadership and effective management.

Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that

management's actions and attitudes can have on productivity, morals and organizational culture.

CRP10. Plan education and career paths aligned to personal goals.

Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

CRP11. Use technology to enhance productivity.

Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

CRP12. Work productively in teams while using cultural global competence.

Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

<http://www.state.nj.us/education/aps/cccs/career/CareerReadyPractices.pdf>

WIDA Proficiency Levels: At the given level of English language proficiency, English language learners will process, understand, produce or use:

6- Reaching	<p>Specialized or technical language reflective of the content areas at grade level A variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specified grade level Oral or written communication in English comparable to proficient English peers</p>
5- Bridging	<p>Specialized or technical language of the content areas A variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays or reports Oral or written language approaching comparability to that of proficient English peers when presented with grade level material.</p>
4- Expanding	<p>Specific and some technical language of the content areas A variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related sentences or paragraphs Oral or written language with minimal phonological, syntactic or semantic errors that may impede the communication, but retain much of its meaning, when presented with oral or written connected discourse, with sensory, graphic or interactive support</p>
3- Developing	<p>General and some specific language of the content areas Expanded sentences in oral interaction or written paragraphs Oral or written language with phonological, syntactic or semantic errors that may impede the communication, but retain much of its meaning, when presented with oral or written, narrative or expository descriptions with sensory, graphic or interactive support</p>
2- Beginning	<p>General language related to the content area Phrases or short sentences Oral or written language with phonological, syntactic, or semantic errors that often impede of the communication when presented with one to multiple-step commands, directions, or a series of statements with sensory, graphic or interactive support</p>
1- Entering	<p>Pictorial or graphic representation of the language of the content areas Words, phrases or chunks of language when presented with one-step commands directions, WH-, choice or yes/no questions, or statements with sensory, graphic or interactive support</p>

Differentiated Instruction

Accommodate Based on Students Individual Needs: Strategies

<u>Time/General</u>	<u>Processing</u>	<u>Comprehension</u>	<u>Recall</u>
<p>Extra time for assigned tasks</p> <p>Adjust length of assignment</p> <p>Timeline with due dates for reports and projects</p> <p>Communication system between home and school</p> <p>Provide lecture notes/outline</p>	<p>Extra Response time</p> <p>Have students verbalize steps</p> <p>Repeat, clarify or reword directions</p> <p>Mini-breaks between tasks</p> <p>Provide a warning for transitions</p> <p>Reading partners</p>	<p>Precise step-by-step directions</p> <p>Short manageable tasks</p> <p>Brief and concrete directions</p> <p>Provide immediate feedback</p> <p>Small group instruction</p> <p>Emphasize multi-sensory learning</p>	<p>Teacher-made checklist</p> <p>Use visual graphic organizers</p> <p>Reference resources to promote independence</p> <p>Visual and verbal reminders</p> <p>Graphic organizers</p>
<u>Assistive Technology</u>	<u>Tests/Quizzes/Grading</u>	<u>Behavior/Attention</u>	<u>Organization</u>
<p>Computer/whiteboard</p> <p>Tape recorder</p> <p>Spell-checker</p> <p>Audio-taped books</p>	<p>Extended time</p> <p>Study guides</p> <p>Shortened tests</p> <p>Read directions aloud</p>	<p>Consistent daily structured routine</p> <p>Simple and clear classroom rules</p> <p>Frequent feedback</p>	<p>Individual daily planner</p> <p>Display a written agenda</p> <p>Note-taking assistance</p> <p>Color code materials</p>

Enrichment

Accommodate Based on Students Individual Needs: Strategies

The goal of Enrichment is to provide learners the opportunity to participate in extension activities that are differentiated and augment the district's curriculum. Teachers are to accommodate based on student individual needs.

Seeking to build each learner's capacity to do the following:

- Show a high degree of intellectual, creative and/or artistic ability and demonstrate this ability in multiple ways.
- Pose questions and exhibit sincere curiosity about principles and how things work.
- The ability to grasp concepts and make real world and cross-curricular connections.
- Generate theories and hypotheses and pursue methods of inquiry.
- Produce products that express insight, creativity, and excellence.
- Possess exceptional leadership skills.
- Evaluate vocabulary
- Elevate Text Complexity
- Inquiry based assignments and projects
- Independent student options
- Tiered/Multi-level activities
- Purposeful Learning Center
- Open-ended activities and projects
- Form and build on learning communities
- Providing pupils with experiences outside the 'regular' curriculum
- Altering the pace the student uses to cover regular curriculum in order to explore topics of interest in greater depth/breadth within their own grade level.
- A higher quality of work than the norm for the given age group.
- The promotion of a higher level of thinking and making connections.
- The inclusion of additional subject areas and/or activities (cross-curricular).
- Using supplementary materials in addition to the normal range of resources.

Assessments

Required District/State Assessments

Study Island
(Refer to district assessment calendar for
appropriate testing window)

DRA2

Demonstration Speeches

PARCC

Suggested Formative/Summative Classroom Assessments

Short constructed response questions
Multiple Choice questions
Quizzes
Journals
Essays
Quick writes
Summative chapter test
Projects
Portfolio
Exit Slips
Graphic Organizers
Presentations (incorporating Web 2.0 tools)
Homework
Anecdotal Notes
Student Conferencing
Speeches
Articulation
Pronunciation

Grade: 8	Unit: 1	Topic: Debate
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Standards: NJSL:
Speaking and Listening: SL.8.1A,B,C,D, SL.8.4, SL.8.6 **Language:** L.8.1A, L.8.2C, L.8.4A,C,D, L.8.6

DISTRICT RESOURCES

Textbook, “The Basics of Speech: Learning to Be a Competent Communicator” by Galvin & Cooper.

Students will learn and practice the following in the Public Speaking Curriculum:

- Oral Communication (weekly vocabulary building)**
- Elements of Communication**
- Grammar Usage**
- Articulation**
- Pronunciation**
- Verbal and Nonverbal Messages**
- Channels of Communication**
- Volume and Rate**
- Body Movement**
- Informative Speech Writing**
- Persuasive Speech Writing**
- Speaking from an Outline**
- Speaking from Notecards**
- Speaking from a Manuscript**
- Impromptu Speaking**
- Extemporaneous Speaking**
- Audience Analysis**
- Responding to and Controlling all types of questions**

Guidelines for giving and accepting Constructive Criticism

Audience member Etiquette

Public Speaking and PowerPoint Presentations (Elements of a good PowerPoint presentation)

Evaluating a speaker's point of view, reasoning, and use of evidence and rhetoric

Planning and delivering presentations on the following: argument, narrative, informative/explanatory and response to literature

Preparing and participating effectively in a range of conversations and collaborations with diverse partners, building on other's ideas and expressing their own clearly and persuasively

Using transitional statements

Critical listening skills

Debate

Lincoln-Douglas Debate Style

Policy Debate Style

Choose, gather research, develop, edit, practice and present a variety of speeches

The learning objectives of Public Speaking are as follows:

Students will improve vocabulary

Students will understand oral communication

Students will practice grammar usage

Students will take part in articulation drills

Students will practice pronunciation

Students will learn how to read verbal and nonverbal messages in public speaking

Students will learn how to control their volume and rate while speaking publicly

Students will understand and control their body movement while speaking publicly

Students will learn how to write an informative speech

Students will learn how to write a persuasive speech

Students will learn strategies how to speak from an outline

Students will learn strategies how to speak from notecards

Students will learn strategies how to speak from a manuscript

Students will learn impromptu speaking strategies
Students will learn extemporaneous speaking strategies
Students will learn how to analyze their audience
Students will learn strategies for controlling different types of questioners during question and answer sessions
Students will learn how to respond to a variety of questions
Students will learn the guidelines of giving and accepting constructive criticism
Students will learn proper audience etiquette
Students will learn how to create an effective PowerPoint Presentation
Students will be able to identify claims and arguments
Students will be able to identify the reasons and evidence that support a person's claims
Students will know how to incorporate evidence or information about a topic, text, or issue during a discussion
Students will select appropriate multimedia components that have clear meaning to the presentation
Students will plan and deliver an informative/explanatory presentation that: develops a topic with relevant facts, definitions, and concrete details; uses appropriate transitions to clarify relationship; uses precise language and domain specific vocabulary; and provides a strong conclusion
Students will engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly
Students will learn how to effectively utilize transitions in their writing
Students will hone their critical listening skills
Students will understand debate and the process of debating
Students will demonstrate advanced proficiency skills during participation in a Lincoln-Douglas Debate
Students will demonstrate advanced proficiency skills during participation in a Policy Debate
Students will choose, gather research, develop, edit, practice and present the following speeches: Informative Speech, Persuasive Speech, Autobiography Speech, Process Speech, Special Occasion Speech, Speech About an Object, and Speech About a concept, idea, philosophy, hypothesis or argument

New Jersey Student Learning Standard (NJSLS) SL.8.1A,B,C,D

NJSLS: SL.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

SL.8.1.A. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

SL.8.1.B. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

SL.8.1.C. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

SL.8.1.D. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

Student Population	Critical Knowledge and Skills	Essential Questions	Sample Activities/Lesson Starters
<p>General Education</p> <p>ESL</p> <p>Special Education</p>	<p>Read required texts prior to discussions</p> <p>Prepare for discussions</p> <p>Use previous knowledge to expand discussions about a topic</p> <p>Engage in conversations about grade-appropriate topics and texts</p> <p>Participate in a variety of rich, structured conversations</p> <p>Define and identify rules for discussions, including group and individual roles</p> <p>Model appropriate behavior during discussions</p> <p>Craft and respond to specific questions based on the topic or text, elaborating when necessary</p>	<p>What preparation or research have you done in order to fully participate in the discussion?</p> <p>What progress has been made as a result of the discussion?</p> <p>My thought(s) before discussion are _____.</p> <p>Prepare a question to discuss based on _____.</p> <p>How will you make sure that you are all working together collaboratively?</p> <p>What role do you play in the discussion? Does it require any specific actions?</p> <p>How does the information</p>	<p>Understand and use the rules for having a conversation with different partners</p> <p>Read and study material prior to participating in group discussions</p> <p>Monitor progress so that deadlines can be met</p> <p>Pose questions that connect to the topic/ideas</p> <p>Respond appropriately with evidence, observations and ideas relevant to the topic</p> <p>Question and reflect on discussions</p> <p>Acknowledge the contributions of others</p> <p>Modify opinions based on new information or evidence</p>

	<p>Reflect on and paraphrase what was discussed</p> <p>Summarize the ideas expressed</p>	<p>presented connect with other information?</p> <p>How has the new information affected your own views?</p> <p>Has the information or evidence you heard caused a change in your thinking?</p>	
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New Jersey Student Learning Standard (NJSL) SL.8.4

NJSL: SL.8.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

Student Population	Critical Knowledge and Skills	Essential Questions	Sample Activities/Lesson Starters
<p>General Education</p> <p>ESL</p> <p>Special Education</p>	<p>Present information using sound, detailed, and relevant evidence in a coherent manner</p> <p>Use appropriate eye contact, adequate volume, and clear pronunciation</p>	<p>What is the prompt? (argumentative, narrative, informative, response to literature)</p> <p>How will you plan your presentation?</p> <p>What is your thesis?</p> <p>What evidence did you produce to support the thesis?</p> <p>Where could you add more evidence to support your claim?</p> <p>When you present your claim, is there cohesion from the beginning through the end?</p> <p>What points will you emphasize?</p> <p>Evaluate your use of eye contact, volume, and clear pronunciation in your presentation.</p>	<p>Plan and deliver a presentation</p> <p>Distinguish between a claim and a finding</p> <p>Understand the structure for a narrative presentation</p> <p>Establish a context and viewpoint</p> <p>Present events in a logical sequence</p> <p>Understand sequencing ideas logically</p> <p>Use techniques such as dialogue, pacing, description and sensory language when presenting information</p> <p>Speak with adequate volume and clear pronunciation</p> <p>Provide a conclusion based on experience</p>

New Jersey Student Learning Standard (NJSLS) SL.8.6

NJSLS: SL.8.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Student Population	Critical Knowledge and Skills	Essential Questions	Sample Activities/Lesson Starters
<p>General Education</p> <p>ESL</p> <p>Special Education</p>	<p>Orally present information, using appropriate speech, in a variety of situations</p>	<p>What is the purpose of the speech?</p> <p>Who is your audience, and how will your audience affect your vocabulary?</p> <p>Will you use formal or informal language? Why?</p> <p>What will you do to emphasize the main points of your speech?</p> <p>Will you be prepared to use appropriate language to answer questions in an appropriate manner?</p> <p>Is there any vocabulary you can change to make your presentation more effective?</p>	<p>Identify your audience</p> <p>Understand the difference between formal and informal language</p> <p>Identify the task or purpose of your speech</p> <p>Understand the use of content appropriate vocabulary</p> <p>Enunciate and speak at appropriate volume and pace</p>

New Jersey Student Learning Standard (NJSL) L.8.1A

NJSLS: L.8.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.8.1.A. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.

Student Population	Critical Knowledge and Skills	Essential Questions	Sample Activities/Lesson Starters
<p>General Education</p> <p>ESL</p> <p>Special Education</p>	<p>Identify verbals (gerunds, participles, infinitives) in writing</p> <p>Explain the function of verbals in general</p> <p>Explain the function of verbals in particular sentences</p>	<p>Can you change this subject/predicate sentence to begin with a gerund to help make this sentence more interesting?</p> <p>How can you change this verb to make your writing more exact?</p> <p>This sentence is written in passive voice; how can you change it to active voice?</p> <p>What verb can you use to help make a strong (interrogative, imperative, subjunctive, conditional) mood sentence?</p> <p>How can you change _____ to make it correct in Standard English?</p> <p>Use your editing skills to correct _____ to make the meaning clearer.</p> <p>Is this pronoun used as an object? Subject? How do you know? Is the pronoun used correctly?</p>	<p>Understand and correctly use all parts of speech</p> <p>Understand the use of gerunds, participles, and infinitives</p> <p>Understand the difference between various pronouns, (subject, object, possessive, singular, plural; first, second, and third person pronouns; antecedent and indefinite pronouns)</p> <p>Understand and correctly use verbs in the indicative, imperative, interrogative, conditional and subjunctive mood.</p> <p>Have a command of conventions when writing and/or speaking</p> <p>Use modifiers clearly and correctly</p>

New Jersey Student Learning Standard (NJSL) L.8.2C

**NJSLS: L.8.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.8.2.C. Spell correctly.**

Student Population	Critical Knowledge and Skills	Essential Questions	Sample Activities/Lesson Starters
<p>General Education</p> <p>ESL</p> <p>Special Education</p>	<p>Apply common rules and patterns to spell words correctly</p>	<p>You want to set off this information in this sentence, what punctuation would you use?</p> <p>You left some information out, or omitted some words, but you want your reader to know there is more information. What punctuation should you use to indicate this right here?</p> <p>What would be a homophone for this word?</p>	<p>Understand the use of proper English conventions for a brief pause in a sentence (comma, ellipsis, and dash)</p> <p>Understand that ellipsis indicates an omission</p> <p>Understand that a dash signals an abrupt pause</p> <p>Understand that a comma indicates a brief pause</p> <p>Understand homophones</p>

New Jersey Student Learning Standard (NJSLS) L.8.4A,C,D

NJSLS: L.8.4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on *grade 8 reading and content*, choosing flexibly from a range of strategies.

L.8.4.A. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

L.8.4.C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

L.8.4.D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

Student Population	Critical Knowledge and Skills	Essential Questions	Sample Activities/Lesson Starters
<p>General Education</p> <p>ESL</p> <p>Special Education</p>	<p>Use a combination of context clues, structural clues, and the word's position and function in a sentence to determine the meaning of unknown words or phrases</p> <p>Use dictionaries, glossaries, and/or thesauruses to find the pronunciation of a word</p> <p>Use dictionaries, glossaries, and/or thesauruses to determine the actual meaning of a word or its part of speech</p> <p>Verify the inferred meaning of a word is the actual meaning by using dictionaries, glossaries, and/or thesauruses</p> <p>Consult reference materials that are both printed and</p>	<p>When you come to a word you don't understand, you should _____?</p> <p>What is the main idea of this sentence? Does it help you understand the word?</p> <p>Do you see a word that is similar or opposite of the word you don't understand that can help you with the meaning?</p> <p>Look at this affix, what does it mean? What does the whole word mean?</p> <p>What is the root meaning? How does that help you identify the word?</p> <p>Look in your thesaurus. Now, what does this word mean?</p> <p>Reread the sentence.</p>	<p>Understand textual clues in a sentence (similar, opposite, explanation)</p> <p>Understand Greek and Latin affix and roots are clues to meaning</p> <p>Understand how to use specialized reference materials (e.g., dictionaries, glossaries, thesauruses) both print and digital</p> <p>Understand context clues for word meaning</p>

	digital	Which words nearby will help you understand the meaning of the word?	
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New Jersey Student Learning Standard (NJSLS) L.8.6

NJSLS: L.8.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Student Population	Critical Knowledge and Skills	Essential Questions	Sample Activities/Lesson Starters
<p>General Education</p> <p>ESL</p> <p>Special Education</p>	<p>Understand and apply conversational, academic, and domain specific vocabulary</p> <p>Interpret unknown words and their meanings, using context clues, understanding Greek and Latin roots, and applying grammatical knowledge of function and form</p>	<p>Look at this sentence. What word should be replaced to convey a domain-specific word instead of a general word?</p> <p>What words should you replace in this text to show academic understanding of your topic? Why is this important?</p> <p>What will you look for if you want to improve your domain-specific vocabulary in science?</p>	<p>Understand academic words (i.e., analyze contrast, predict, and confirm)</p> <p>Understand domain-specific words (i.e., Science – cell, gene, gravity; Social Studies – alliance, legislature, and commerce).</p> <p>Understand grade-appropriate vocabulary</p>

Additional Resources: Suggested in the NJ Curriculum Framework

Reading	Writing	Speaking and Listening	Language
<ul style="list-style-type: none"> • Close In on Close Reading • Deeply Analyze Text • Analyze an Argument • Understanding and Analyzing an Argument • Informational Text Strategies • How to Write Literary Analysis Essay • YouTube Reading Lessons Middle School • Common Core Strategies • Teaching Reading • Close Reading Model Lessons • Writing Character Analysis • Analyzing Theme • Vocabulary Connotations - Interview with a Vocabulary Word • Connotative/Denotative Video <p style="text-align: center;"> http://www.state.nj.us/education/cccs/frameworks/ela/ </p>	<ul style="list-style-type: none"> • Teacher Tube - Counterclaims and rebuttals • Evidence Based Arguments • Writing Fix: Word Choice Resources • Writing Resources by Strand • Word Choice YouTube • Argumentative Writing YouTube • Writing Exemplars - Argument/Opinion • PARCC Writing Resources • Harvard College Writing Center • Writing Exemplars by Grade Level and Aspects to Consider in Writing • Thesis Writing • Discussion, Planning and Questioning • Literary Analysis • Perdue Owl Literary Analysis • Edutopia Teaching Literary Analysis • Purdue OWL Writing Lab • Grammar • Narrative Essay Writing <p style="text-align: center;"> http://www.state.nj.us/education/cccs/frameworks/ela/ </p>	<ul style="list-style-type: none"> • Inquiry Based Learning (Edutopia) • Engaging Students Using Discussion • Strategies for Student Centered Discussion • Socratic Seminar: ReadWriteThink • Fishbowl Strategy • Stems on Fostering Class Discussion • Fishbowl Strategies: Teach Like This • Accountable Talk • AVID Socratic Seminar <p style="text-align: center;"> http://www.state.nj.us/education/cccs/frameworks/ela/ </p>	<ul style="list-style-type: none"> • Levels of Thinking in Bloom's and Webb's Depth of Knowledge • Cognitive Rigor Chart • 5 Strategies For Middle School Classrooms • Spectrum of Standards by Grade: Breakdown of Standards and Sample Lessons <p style="text-align: center;"> http://www.state.nj.us/education/cccs/frameworks/ela/ </p>