Public Speaking

Grade 8: Unit 1
Title of Unit: Debate
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

<table>
<thead>
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<th>Topic: Debate</th>
<th>NJSLS</th>
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<tbody>
<tr>
<td><strong>DISTRICT RESOURCES</strong></td>
<td>Speaking and Listening Standards:</td>
</tr>
<tr>
<td>Textbook, “The Basics of Speech: Learning to Be a Competent Communicator” by Galvin &amp; Cooper.</td>
<td>SL.8.1A,B,C,D, SL.8.4, SL.8.6</td>
</tr>
<tr>
<td>Students will learn and practice the following in the Public Speaking Curriculum:</td>
<td>Language Standards:</td>
</tr>
<tr>
<td>- Oral Communication (weekly vocabulary building)</td>
<td>L.8.1A, L.8.2C, L.8.4A,C,D, L.8.6</td>
</tr>
<tr>
<td>- Elements of Communication</td>
<td></td>
</tr>
<tr>
<td>- Grammar Usage</td>
<td>Instruction: 7 weeks</td>
</tr>
<tr>
<td>- Articulation</td>
<td>Assessment: 1 week</td>
</tr>
<tr>
<td>- Pronunciation</td>
<td>Remediation/Enrichment: 1 week</td>
</tr>
<tr>
<td>- Verbal and Nonverbal Messages</td>
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<tr>
<td>- Channels of Communication</td>
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<tr>
<td>- Volume and Rate</td>
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<tr>
<td>- Body Movement</td>
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<tr>
<td>- Informative Speech Writing</td>
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<tr>
<td>- Persuasive Speech Writing</td>
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<tr>
<td>- Speaking from an Outline</td>
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<tr>
<td>- Speaking from Notecards</td>
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<tr>
<td>- Speaking from a Manuscript</td>
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<tr>
<td>- Impromtu Speaking</td>
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<tr>
<td>- Extemporaneous Speaking</td>
<td></td>
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<tr>
<td>- Audience Analysis</td>
<td></td>
</tr>
<tr>
<td>- Responding to and Controlling all types of questions</td>
<td></td>
</tr>
<tr>
<td>- Guidelines for giving and accepting Constructive Criticism</td>
<td></td>
</tr>
</tbody>
</table>
- 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,
- 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
### Effective Pedagogical Routines/Instructional Strategies

<table>
<thead>
<tr>
<th>Collaborative problem solving</th>
<th>Word Study Drills</th>
</tr>
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<tbody>
<tr>
<td>Writing to learn</td>
<td>Flash Cards</td>
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<tr>
<td>Making thinking visible</td>
<td>Interviews</td>
</tr>
<tr>
<td>Note-taking</td>
<td>Role Playing</td>
</tr>
<tr>
<td>Rereading &amp; rewriting</td>
<td>Articulation</td>
</tr>
<tr>
<td>Establishing text-based norms for discussions &amp; writing</td>
<td>Vocal Production</td>
</tr>
<tr>
<td>Establishing metacognitive reflection &amp; articulation as a regular pattern</td>
<td>Diagrams, charts and graphs</td>
</tr>
<tr>
<td>in learning</td>
<td>Storytelling</td>
</tr>
<tr>
<td>Quick writes</td>
<td>Coaching</td>
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<tr>
<td>Pair/trio Sharing</td>
<td>Reading partners</td>
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<tr>
<td>Turn and Talk</td>
<td>Visuals</td>
</tr>
<tr>
<td>Charting</td>
<td>Reading Aloud</td>
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<tr>
<td>Gallery Walks</td>
<td>Model (I Do), Prompt (We Do), Check (You Do)</td>
</tr>
<tr>
<td>Whole class discussions</td>
<td>Mind Mapping</td>
</tr>
<tr>
<td>Modeling</td>
<td>Trackers</td>
</tr>
</tbody>
</table>

- Multiple Response Strategies
- Choral reading
- Reader’s/Writer’s Notebooks
- Conferencing
Educational Technology Standards


- **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 Key
  - 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

### 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.

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

<table>
<thead>
<tr>
<th>Level</th>
<th>Descriptions</th>
</tr>
</thead>
</table>
| **6- Reaching** | - 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 |
| **5- Bridging** | - 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. |
| **4- Expanding** | - 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 |
| **3- Developing** | - 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 |
| **2- Beginning** | - 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 |
| **1- Entering** | - 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 |
# Differentiated Instruction

## Accommodate Based on Students Individual Needs: Strategies

<table>
<thead>
<tr>
<th>Time/General</th>
<th>Processing</th>
<th>Comprehension</th>
<th>Recall</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extra time for assigned tasks</td>
<td>Extra Response time</td>
<td>Precise step-by-step directions</td>
<td>Teacher-made checklist</td>
</tr>
<tr>
<td>Adjust length of assignment</td>
<td>Have students verbalize steps</td>
<td>Short manageable tasks</td>
<td>Use visual graphic organizers</td>
</tr>
<tr>
<td>Timeline with due dates for reports and projects</td>
<td>Repeat, clarify or reword directions</td>
<td>Brief and concrete directions</td>
<td>Reference resources to promote independence</td>
</tr>
<tr>
<td>Communication system between home and school</td>
<td>Mini-breaks between tasks</td>
<td>Provide immediate feedback</td>
<td>Visual and verbal reminders</td>
</tr>
<tr>
<td>Provide lecture notes/outline</td>
<td>Provide a warning for transitions</td>
<td>Small group instruction</td>
<td>Graphic organizers</td>
</tr>
<tr>
<td></td>
<td>Reading partners</td>
<td>Emphasize multi-sensory learning</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assistive Technology</th>
<th>Tests/Quizzes/Grading</th>
<th>Behavior/Attention</th>
<th>Organization</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer/whiteboard</td>
<td>Extended time</td>
<td>Consistent daily structured routine</td>
<td>Individual daily planner</td>
</tr>
<tr>
<td>Tape recorder</td>
<td>Study guides</td>
<td>Simple and clear classroom rules</td>
<td>Display a written agenda</td>
</tr>
<tr>
<td>Spell-checker</td>
<td>Shortened tests</td>
<td>Frequent feedback</td>
<td>Note-taking assistance</td>
</tr>
<tr>
<td>Audio-taped books</td>
<td>Read directions aloud</td>
<td></td>
<td>Color code materials</td>
</tr>
</tbody>
</table>

**Note:** This table outlines various strategies for accommodating students based on their individual needs. Each category (Time/General, Processing, Comprehension, Recall, Assistive Technology, Tests/Quizzes/Grading, Behavior/Attention, Organization) includes specific examples of how to implement differentiated instruction effectively.
# 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
- Star Early Literacy or STAR Reading  
  (Refer to the district assessment calendar for the appropriate testing window)
- Unit Assessment
- Model Curriculum
- 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
<table>
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<tr>
<th>Grade: 8</th>
<th>Unit: 1</th>
<th>Topic: Debate</th>
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Standards: NJSLS:

**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**


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
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- 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

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- Students will improve vocabulary
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- 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
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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.

<table>
<thead>
<tr>
<th>Student Population</th>
<th>Critical Knowledge and Skills</th>
<th>Essential Questions</th>
<th>Sample Activities/Lesson Starters</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Education</td>
<td>Read required texts prior to discussions</td>
<td>What preparation or research have you done in order to fully participate in the discussion?</td>
<td>Understand and use the rules for having a conversation with different partners</td>
</tr>
<tr>
<td>ESL</td>
<td>Prepare for discussions</td>
<td>What progress has been made as a result of the discussion?</td>
<td>Read and study material prior to participating in group discussions</td>
</tr>
<tr>
<td>Special Education</td>
<td>Use previous knowledge to expand discussions about a topic</td>
<td>My thought(s) before discussion are __________.</td>
<td>Monitor progress so that deadlines can be met</td>
</tr>
<tr>
<td></td>
<td>Engage in conversations about grade-appropriate topics and texts</td>
<td>Prepare a question to discuss based on __________.</td>
<td>Pose questions that connect to the topic/ideas</td>
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<td>Participate in a variety of rich, structured conversations</td>
<td>How will you make sure that you are all working together collaboratively?</td>
<td>Respond appropriately with evidence, observations and ideas relevant to the topic</td>
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<td>Define and identify rules for discussions, including group and individual roles</td>
<td>What role do you play in the discussion? Does it require any specific actions?</td>
<td>Question and reflect on discussions</td>
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<td>Model appropriate behavior during discussions</td>
<td>How does the information</td>
<td>Acknowledge the contributions of others</td>
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<td>Craft and respond to specific questions based on the topic or text, elaborating when necessary</td>
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<td>Modify opinions based on new information or evidence</td>
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<td>Reflect on and paraphrase what was discussed</td>
<td>Summarize the ideas expressed</td>
<td>presented connect with other information?</td>
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<td>How has the new information affected your own views?</td>
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<td>Has the information or evidence you heard caused a change in your thinking?</td>
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# New Jersey Student Learning Standard (NJSLS) SL.8.4

NJSLS: 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.

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

<table>
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</table>
| General Education   | Orally present information, using appropriate speech, in a variety of situations | What is the purpose of the speech?  
What is the purpose of the speech?  
Who is your audience, and how will your audience affect your vocabulary?  
Will you use formal or informal language? Why?  
What will you do to emphasize the main points of your speech?  
Will you be prepared to use appropriate language to answer questions in an appropriate manner?  
Is there any vocabulary you can change to make your presentation more effective? | Identify your audience  
Understand the difference between formal and informal language  
Identify the task or purpose of your speech  
Understand the use of content appropriate vocabulary  
Enunciate and speak at appropriate volume and pace |
| ESL                |                               |                    |                                 |
| Special Education   |                               |                    |                                 |
### New Jersey Student Learning Standard (NJSLS) 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.

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

<table>
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</table>
| • General Education | • Apply common rules and patterns to spell words correctly | • You want to set off this information in this sentence, what punctuation would you use?  
• 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?  
• What would be a homophone for this word? | • Understand the use of proper English conventions for a brief pause in a sentence (comma, ellipsis, and dash)  
• Understand that ellipsis indicates an omission  
• Understand that a dash signals an abrupt pause  
• Understand that a comma indicates a brief pause  
• Understand homophones |
| • ESL | | | |
| • Special Education | | | |
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
- General Education
- ESL
- Special Education

### Critical Knowledge and Skills
- 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
- Use dictionaries, glossaries, and/or thesauruses to find the pronunciation of a word
- Use dictionaries, glossaries, and/or thesauruses to determine the actual meaning of a word or its part of speech
- Verify the inferred meaning of a word is the actual meaning by using dictionaries, glossaries, and/or thesauruses
- Consult reference materials that are both printed and digital

### Essential Questions
- When you come to a word you don’t understand, you should ________? Explain.
- What is the main idea of this sentence? Does it help you understand the word?
- Do you see a word that is similar or opposite of the word you don’t understand that can help you with the meaning?
- Look at this affix, what does it mean? What does the whole word mean?
- What is the root meaning? How does that help you identify the word?
- Look in your thesaurus. Now, what does this word mean?
- Reread the sentence.

### Sample Activities/Lesson Starters
- Understand textual clues in a sentence (similar, opposite, explanation)
- Understand Greek and Latin affix and roots are clues to meaning
- Understand how to use specialized reference materials (e.g., dictionaries, glossaries, thesauruses) both print and digital
- Understand context clues for word meaning
| digital | Which words nearby will help you understand the meaning of the word? |
**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.

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<tbody>
<tr>
<td>• General Education</td>
<td>• Understand and apply conversational, academic, and domain specific vocabulary</td>
<td>• Look at this sentence. What word should be replaced to convey a domain-specific word instead of a general word?</td>
<td>• Understand academic words (i.e., analyze contrast, predict, and confirm)</td>
</tr>
<tr>
<td>• ESL</td>
<td>• Interpret unknown words and their meanings, using context clues, understanding Greek and Latin roots, and applying grammatical knowledge of function and form</td>
<td>• What words should you replace in this text to show academic understanding of your topic? Why is this important?</td>
<td>• Understand domain-specific words (i.e., Science – cell, gene, gravity; Social Studies – alliance, legislature, and commerce).</td>
</tr>
<tr>
<td>• Special Education</td>
<td></td>
<td>• What will you look for if you want to improve your domain-specific vocabulary in science?</td>
<td>• Understand grade-appropriate vocabulary</td>
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### Additional Resources: Suggested in the NJ Curriculum Framework

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<td>● Teacher Tube - Counterclaims and rebuttals</td>
<td>● Inquiry Based Learning (Edutopia)</td>
<td>● Levels of Thinking in Bloom’s and Webb’s Depth of Knowledge</td>
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<tr>
<td>● Deeply Analyze Text</td>
<td>● Evidence Based Arguments</td>
<td>● Engaging Students Using Discussion</td>
<td>● Cognitive Rigor Chart</td>
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<td>● Analyze an Argument</td>
<td>● Writing Fix: Word Choice Resources</td>
<td>● Strategies for Student Centered</td>
<td>● 5 Strategies For Middle School Classrooms</td>
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<td>● Understanding andAnalyzing an Argument</td>
<td>● Writing Resources by Strand</td>
<td>● Socratic Seminar: ReadWriteThink</td>
<td>● Spectrum of Standards by Grade: Breakdown of Standards and Sample Lessons</td>
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<tr>
<td>● Informational Text Strategies</td>
<td>● Word Choice YouTube</td>
<td>● Fishbowl Strategy</td>
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<td>● How to Write Literary Analysis Essay</td>
<td>● Argumentative Writing YouTube</td>
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<td>● YouTube Reading Lessons Middle School</td>
<td>● Writing Exemplars - Argument/Opinion</td>
<td>● Fishbowl Strategies: Teach Like This</td>
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<td>● Common Core Strategies</td>
<td>● PARCC Writing Resources</td>
<td>● Accountable Talk</td>
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<td>● Teaching Reading</td>
<td>● Harvard College Writing Center</td>
<td>AVID Socratic Seminar</td>
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<td>● Close Reading Model Lessons</td>
<td>● Writing Exemplars by Grade Level and Aspects to Consider in Writing</td>
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<td>● Writing Character Analysis</td>
<td>● Thesis Writing</td>
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<td>● Analyzing Theme</td>
<td>● Discussion, Planning and Questioning</td>
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<td>● Vocabulary Connotations - Interview with a Vocabulary Word</td>
<td>● Literary Analysis</td>
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<td>● Connotative/Denotative Video</td>
<td>● Perdue Owl Literary Analysis</td>
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<td>● Edutopia Teaching Literary Analysis</td>
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<td>● Purdue OWL Writing Lab</td>
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<td>● Grammar</td>
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<td>Narrative Essay Writing</td>
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http://www.state.nj.us/education/cccs/frameworks/ela/