Grade 8: Unit 3

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 English Language Arts classroom, a comprehensive curriculum has been developed. The standards covered during each instructional unit of the Language Arts curriculum are reflective of the New Jersey Student Learning Standards outlined in the New Jersey Curriculum Framework. Each standard in reading and writing 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. Given the diverse population of learners in the classrooms, the Essential Elements related to the standards from the Dynamic Learning Maps have been included for the special education students as a means to inform teachers of the learning expectations and outcomes for those students, based on their individual needs.
# 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
- 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

## Pacing Chart – Unit 3

<table>
<thead>
<tr>
<th>Topic: Debate</th>
<th>NJSLS</th>
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</thead>
<tbody>
<tr>
<td><strong>DISTRICT RESOURCES</strong></td>
<td>Speaking and Listening Standards:</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.4.1, L.4.2, L.4.3, L.4.4, L.4.5, L.4.6</td>
</tr>
<tr>
<td>• Elements of Communication</td>
<td>Instruction: 7 weeks</td>
</tr>
<tr>
<td>• Grammar Usage</td>
<td>Assessment: 1 week</td>
</tr>
<tr>
<td>• Articulation</td>
<td>Remediation/Enrichment: 1 week</td>
</tr>
</tbody>
</table>
- 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
### Effective Pedagogical Routines/Instructional Strategies

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

- Model (I Do), Prompt (We Do), Check (You Do)
- 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

- Web Browsing Basics -- Demonstrate mastery of:
  - Basic Components
  - Browsing and URLs
  - Keyword Searches
  - Sourcing and Ethics

- Web Browsing – Demonstrate mastery of:
  - Web Searches
  - Validity and Sourcing
  - Validating Information

- Internet Literacy – Demonstrate mastery of:
  - Web Resource Researches
  - Evaluation of Websites as a Research
  - Advanced Search – in Library Catalog, Search Engines, and Research Databases
  - Differences between Search Engines and Resources

- 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.

### 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>Description</th>
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</thead>
</table>
| 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 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>
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<thead>
<tr>
<th>Enrichment</th>
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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.

- 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

<table>
<thead>
<tr>
<th>Grade: 8</th>
<th>Unit: 3</th>
<th>Topic: Debate</th>
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</thead>
<tbody>
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16 | P a g e
Standards: NJSLS:

|----------------------------------------------------------|---------------------------------------------------------|

DISTRICT RESOURCES


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- Students will select, 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.

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<th>Student Population</th>
<th>Critical Knowledge and Skills</th>
<th>Essential Questions</th>
<th>Sample Activities/Lesson Starters</th>
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<tr>
<td>General Education</td>
<td>• Read required texts prior to discussions</td>
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<td></td>
<td>• Prepare for discussions</td>
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<td></td>
<td>• Use previous knowledge to expand discussions about a topic</td>
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<td></td>
<td>• Engage in conversations about grade-appropriate topics and texts</td>
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<td></td>
<td>• Participate in a variety of rich, structured conversations</td>
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<td></td>
<td>• Define and identify rules for discussions, including group and individual roles</td>
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<td>• Model appropriate behavior during discussions</td>
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<td></td>
<td>• Craft and respond to specific questions based on the topic or text, elaborating when necessary</td>
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<td></td>
<td>• Reflect on and paraphrase</td>
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<tr>
<td>ESL</td>
<td>• What preparation or research have you done in order to fully participate in the discussion?</td>
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</tr>
<tr>
<td>Special Education</td>
<td>• What progress has been made as a result of the discussion?</td>
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<tr>
<td></td>
<td>• My thought(s) before discussion are __________.</td>
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<td></td>
<td>• Prepare a question to discuss based on __________.</td>
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<td></td>
<td>• How will you make sure that you are all working together collaboratively?</td>
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<td></td>
<td>• What role do you play in the discussion? Does it require any specific actions?</td>
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<tr>
<td></td>
<td>• How does the information presented connect with</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Understand and use the rules for having a conversation with different partners
- Read and study material prior to participating in group discussions
- Monitor progress so that deadlines can be met
- Pose questions that connect to the topic/ideas
- Respond appropriately with evidence, observations and ideas relevant to the topic
- Question and reflect on discussions
- Acknowledge the contributions of others
- Modify opinions based on new information or evidence
<table>
<thead>
<tr>
<th>what was discussed</th>
<th>other information?</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Summarize the ideas expressed</td>
<td>• How has the new information affected your own views?</td>
</tr>
<tr>
<td></td>
<td>• Has the information or evidence you heard caused a change in your thinking?</td>
</tr>
</tbody>
</table>
### New Jersey Student Learning Standard (NJSLS) SL.8.2

NJSLS: SL.8.2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

<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>• Determine the purpose for presenting information in different media and formats</td>
<td>• How does the speaker use media?</td>
<td>• Know that media is used to present information</td>
</tr>
<tr>
<td>• ESL</td>
<td>• Interpret the presenter’s purpose in conveying the information using particular media and formats</td>
<td>• What is the effect of using visual formats to deliver the information?</td>
<td>• Analyze why information is being presented using a particular format or media</td>
</tr>
<tr>
<td>• Special Education</td>
<td>• Analyze the impact that the use of particular media and formats has on the audience</td>
<td>• What is the motive of the presentation?</td>
<td>• Evaluate the motive of the presenter</td>
</tr>
<tr>
<td></td>
<td>• Evaluate the effectiveness of the presenter’s media and format choices</td>
<td>• Given the speaker’s motive, was the use of diverse media effective?</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Do you think the speaker’s motives were political, social, or commercial?</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Would you have chosen a different format to present this information? Why or why not?</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• What did you consider in your analysis of the speaker’s motive and how the information was presented?</td>
<td></td>
</tr>
</tbody>
</table>
## 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.

<table>
<thead>
<tr>
<th>Student Population</th>
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</tr>
</thead>
<tbody>
<tr>
<td>General Education</td>
<td>Present information using sound, detailed, and relevant evidence in a coherent manner</td>
<td>What is the prompt? (argumentative, narrative, informative, response to literature)</td>
<td>Plan and deliver a presentation</td>
</tr>
<tr>
<td>ESL</td>
<td>Use appropriate eye contact, adequate volume, and clear pronunciation</td>
<td>How will you plan your presentation?</td>
<td>Distinguish between a claim and a finding</td>
</tr>
<tr>
<td>Special Education</td>
<td></td>
<td>What is your thesis?</td>
<td>Understand the structure for a narrative presentation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>What evidence did you produce to support the thesis?</td>
<td>Establish a context and viewpoint</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Where could you add more evidence to support your claim?</td>
<td>Present events in a logical sequence</td>
</tr>
<tr>
<td></td>
<td></td>
<td>When you present your claim, is there cohesion from the beginning through the end?</td>
<td>Understand sequencing ideas logically</td>
</tr>
<tr>
<td></td>
<td></td>
<td>What points will you emphasize?</td>
<td>Use techniques such as dialogue, pacing, description and sensory language when presenting information</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Evaluate your use of eye contact, volume, and clear pronunciation in your presentation.</td>
<td>Speak with adequate volume and clear pronunciation</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Provide a conclusion based on experience</td>
</tr>
</tbody>
</table>
### 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>
<thead>
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</thead>
<tbody>
<tr>
<td>General Education</td>
<td>Orally present information, using appropriate speech, in a variety of situations</td>
<td>What is the purpose of the speech?</td>
<td>Identify your audience</td>
</tr>
<tr>
<td>ESL</td>
<td></td>
<td>Who is your audience, and how will your audience affect your vocabulary?</td>
<td>Understand the difference between formal and informal language</td>
</tr>
<tr>
<td>Special Education</td>
<td></td>
<td>Will you use formal or informal language? Why?</td>
<td>Identify the task or purpose of your speech</td>
</tr>
<tr>
<td></td>
<td></td>
<td>What will you do to emphasize the main points of your speech?</td>
<td>Understand the use of content appropriate vocabulary</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Will you be prepared to use appropriate language to answer questions in an appropriate manner?</td>
<td>Enunciate and speak at appropriate volume and pace</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Is there any vocabulary you can change to make your presentation more effective?</td>
<td></td>
</tr>
</tbody>
</table>
### New Jersey Student Learning Standard (NJSLS) L.8.1C

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

L.8.1.C. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.

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</thead>
</table>
| • General Education | • Identify a variety of verb voices and moods in reading  
• Correctly use verbs in the active and passive voice, and verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood in writing | • Can you change this subject/predicate sentence to begin with a gerund to help make this sentence more interesting?  
• How can you change this verb to make your writing more exact?  
• This sentence is written in passive voice; how can you change it to active voice?  
• What verb can you use to help make a strong (interrogative, imperative, subjunctive, conditional) mood sentence?  
• How can you change ______ to make it correct in Standard English?  
• Use your editing skills to correct _________ to make the meaning clearer.  
• Is this pronoun used as an object? Subject? How do you know? Is the pronoun used correctly? | • Understand and correctly use all parts of speech  
• Understand the use of gerunds, participles, and infinitives  
• Understand the difference between various pronouns, (subject, object, possessive, singular, plural; first, second, and third person pronouns; antecedent and indefinite pronouns)  
• Understand and correctly use verbs in the indicative, imperative, interrogative, conditional and subjunctive mood.  
• Have a command of conventions when writing and/or speaking  
• Use modifiers clearly and correctly |
| • ESL | | | |
| • Special Education | | | |
**New Jersey Student Learning Standard (NJSLS) L.8.2A,C**

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

L.8.2.A. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.

L.8.2.C. Spell correctly.

<table>
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<tbody>
<tr>
<td>General Education</td>
<td>• Use punctuation (comma, ellipsis, dash) to indicate a pause or break</td>
<td>• You want to set off this information in this sentence, what punctuation would you use?</td>
<td>• Understand the use of proper English conventions for a brief pause in a sentence (comma, ellipsis, and dash)</td>
</tr>
<tr>
<td>ESL</td>
<td>• Apply common rules and patterns to spell words correctly</td>
<td>• 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?</td>
<td>• Understand that ellipsis indicates an omission</td>
</tr>
<tr>
<td>Special Education</td>
<td></td>
<td>• What would be a homophone for this word?</td>
<td>• Understand that a dash signals an abrupt pause</td>
</tr>
</tbody>
</table>
<pre><code>                                                                                       |                                                                                      | • Understand that a comma indicates a brief pause                                                                 |
                                                                                       |                                                                                      | • Understand homophones                                                                                   |
</code></pre>
New Jersey Student Learning Standard (NJSLS) L.8.3A

NJSLS:  L.8.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.8.3.A. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).

<table>
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<tbody>
<tr>
<td>General Education</td>
<td>• Identify verbs used in the active and passive voice and in the conditional and subjunctive mood</td>
<td>• What should you do to this sentence to express active voice? • Which sentences in this paragraph are written in passive voice: which express active voice? Which sentences should you change to make all the sentences uniform? • The mood of this sentence is conditional, how can you change some words to make it indicative? • Why is it important to write in the same voice?</td>
<td>• Understand active and passive voice • Understand conditional and subjunctive moods</td>
</tr>
<tr>
<td>ESL</td>
<td>• Select verbs in various moods to achieve an intentional effect</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Special Education</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
New Jersey Student Learning Standard (NJSL): L.8.4.A,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).

<table>
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</thead>
</table>
| General Education        | • 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. | • When you come to a word you don’t understand, you should ________?  
• 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. | • 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. |
| ESL                      |                                                                                              |                                                                                     |                                                                                                  |
| Special Education        |                                                                                              |                                                                                     |                                                                                                  |
| digital | Which words nearby will help you understand the meaning of the word? |
**New Jersey Student Learning Standard (NJSLS) L.8.5A,C**

NJSLS: L.8.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.  
L.8.5.A. Interpret figures of speech (e.g. verbal irony, puns) in context.  
L.8.5.C. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).

<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>
</table>
| General Education     | • Define and identify figures of speech  
                      | • Determine the meaning of and purpose of figures of speech in context  
                      | • Identify the relationship of words  
                      | • Clarify words by using the relationship between them  
                      | • Discern the difference in meaning between closely related words                  | • Can you change this sentence and use a metaphor or a simile to help create image?  
                      |                                                                                     | • This would be a good place to use irony. What can you change to add irony to add humor to this sentence?  
                      |                                                                                     | • This sentence is written literally; change it to an analogy to convey your idea.  
                      |                                                                                     | • Write this sentence using denotation and then using a connotation. Which would be better than the current sentence? What mood are you trying to convey in your writing? |
| ESL                   |                                                                                     |                                                                                      | • Understand figurative language (simile, metaphor, personification, pun, irony)                |
| Special Education     |                                                                                     |                                                                                      | • Understand the use of analogies (synonyms, antonyms, cause/effect, part/whole, item/category, item/use/item/place) |
|                       |                                                                                     |                                                                                      | • Understand denotation and connotations                                                         |
### 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.

<table>
<thead>
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<th>Sample Activities/Lesson Starters</th>
</tr>
</thead>
<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></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></td>
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<tr>
<td></td>
<td></td>
<td>• What will you look for if you want to improve your domain-specific vocabulary in science?</td>
<td>• Understand domain-specific words (i.e., Science – cell, gene, gravity; Social Studies – alliance, legislature, and commerce).</td>
</tr>
<tr>
<td>ESL</td>
<td></td>
<td></td>
<td>• Understand grade-appropriate vocabulary</td>
</tr>
<tr>
<td>Special Education</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Additional Resources: Suggested in the NJ Curriculum Framework

<table>
<thead>
<tr>
<th>Reading</th>
<th>Writing</th>
<th>Speaking and Listening</th>
<th>Language</th>
</tr>
</thead>
</table>
| ● 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 | ● 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
   ● Perdue OWL Writing Lab
   ● Grammar
   ● Narrative Essay Writing | ● 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 | ● 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 |

http://www.state.nj.us/education/cccs/frameworks/ela/