

<b>Domain:</b> <i>Strand: Speaking &amp; Listening</i>		
<b>Cluster:</b> <i>Comprehension and Collaboration</i>		
<p><b>Standards:</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.  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.  Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.  Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.  Acknowledge new information expressed by others and, when warranted, modify their own views. .</p>		
<b>Essential Questions</b>	<b>Enduring Understandings</b>	<b>Activities, Investigation, and Student Experiences</b>
<p>To what extent can a conversation affect change?</p> <p>Why is discussion important to consensus building?</p>	<p>Language is a powerful tool that can stir emotions and spark people to act.</p> <p>Effective discussion can build consensus and function as the catalyst for change.</p>	<ol style="list-style-type: none"> <li>1. Review the foundational processes involved in public speaking.</li> <li>2. Interview faculty members with a focus on questioning technique. Develop and craft strong open-ended questions for teachers to answer.</li> <li>3. Examine a model conversation such as a fish-bowl activity that is guided by teacher's questions. Topics: current events, literature read in class, environmental concerns, health-related issues.</li> <li>4. Research a student selected topic such as: green technology/global warming, diabetes awareness, citizenship/responsibility, persuasion and advertisement based on a 21<sup>st</sup> century theme chosen by the teacher.</li> <li>5. Examine and critique a model of a successful and age appropriate interview.</li> </ol>
<b>Content Statements</b>		
<p>Careful preparation and research makes one prepared to effectively discuss a topic.</p> <p>Participating in collaborative discussions provides students with the ability to communicate a point of view.</p>		

Appropriate questioning technique can lead to a better understanding of a topic.		6. Identify pros/cons of a class initiated topic pertaining to school culture (homework policy, technology in class) with points to debate.
<b>Assessments</b>		<p style="text-align: center;"><b>Teacher Resources</b></p> <ul style="list-style-type: none"> <li>- <b>Presentation Rubric</b> <a href="http://www.rubistar.4teachers.org">www.rubistar.4teachers.org</a></li> <li>- <a href="http://www.blabberize.com">www.blabberize.com</a></li> <li>- <b>Conducting Expert Interviews:</b> <a href="http://www.edutopia.org">www.edutopia.org</a></li> <li>- <a href="http://www.nytimes.com">www.nytimes.com</a></li> <li>-</li> <li>- <b>Scholastic News</b> (spotlight student interviews)</li> <li>- <a href="http://www.teachertube.com">www.teachertube.com</a></li> </ul> <p>Debate: <a href="http://www.middleschool.net/activities/debate.htm">www.middleschool.net/activities/debate.htm</a></p>
<p>1. Participate in a think-pair-share activity to share findings and information gained while conducting the interview.</p> <p>2. Create a multimedia presentation (glogster, voicethread) to inform audience about a given topic.</p> <p>3. Present a well rehearsed oral presentation in a small group setting (2-5 minutes) based on the 21<sup>st</sup> century topic chosen by students</p>		
<b>Equipment Needed</b>		
<p>1. Internet Access</p> <p>2. Periodicals</p> <p>3. Audio/Visual Equipment</p> <p>4. Class Text/Novel</p>		

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<b>Cluster:</b> Comprehension and Collaboration		
<b>Standards:</b> SL.7.2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g. visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.		
<b>Essential Questions</b>	<b>Enduring Understandings</b>	<b>Activities, Investigation, and Student Experiences</b>
<p>To what extent does the message of the media affect an audience?</p> <p>How can supporting details contribute to the speaker's message?</p>	<p>Students will understand that interpreting a speaker's message requires careful listening skills.</p> <p>Students will understand the relationship between main ideas and supporting details in a media presentation.</p>	<p><i>To assist in meeting this standard, students may:</i></p> <p>1. View product commercials and identify the main idea and supporting details used to clarify the topic represented in the commercial.</p>
<b>Content Statements</b>		
<p>Careful preparation and research makes one prepared to effectively discuss a topic.</p> <p>Participating in collaborative discussions provides students with the ability to communicate a point of view.</p> <p>Appropriate questioning technique can lead to a better understanding of a topic.</p>		
<b>Assessments</b>		<b>Teacher Resources</b>

*To show evidence of meeting this standard, students may:*

1. Create a multimedia presentation public service announcement related to school culture or community with an emphasis on supporting details.

**Equipment Needed**

1. Internet Access
2. Periodicals
3. Audio/Visual Equipment
4. Class Text/Novel

[www.rubistar.4teachers.org](http://www.rubistar.4teachers.org)

- [www.blabberize.com](http://www.blabberize.com)

- **Conducting Expert Interviews:**

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- [www.nytimes.com](http://www.nytimes.com)

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<b>Domain:</b> Speaking & Listening		
<b>Cluster:</b> Comprehension and Collaboration		
<b>Standards:</b> SL.7.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.		
<b>Essential Questions</b>	<b>Enduring Understandings</b>	<b>Activities, Investigation, and Student Experiences</b>
Why must reasoning be sound?	Claims must be supported by reason and evidence.	<ol style="list-style-type: none"> <li>1. Review and critique a round table discussion, (i.e. <i>Meet The Press, Charlie Rose</i>) in order to evaluate the soundness of the reasoning and relevancy of the message or position.</li> <li>2. Review and critique political debates in order to prepare an original argument for debate.</li> <li>3. Research debate strategies.</li> <li>4. Review persuasive arguments and strategies.</li> </ol>
<b>Content Statements</b>	Evaluating evidence is important in the decision making process.	
<p>Relevancy and sufficiency of evidence must be evaluated carefully.</p> <p>All aspects of a speaker's argument must be carefully examined.</p>		
<b>Assessments</b>		<b>Teacher Resources</b>
<p>Debate a persuasive argument on an issue focusing on the 21<sup>st</sup> Century. Students will argue for or against a topic agreed upon by popular consensus. Students not participating in the debate will monitor and sift through relevant and irrelevant evidence. A written critique of the debate including a validation of why they came to the decision will be submitted by all participants.</p>		<p><b>Presentation Rubric</b>  <a href="http://www.rubistar.4teachers.org">www.rubistar.4teachers.org</a></p> <p><b>-<a href="http://www.blabberize.com">www.blabberize.com</a></b></p>

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<b>Equipment Needed</b>		
Internet Access Recorders Visual Aids (where appropriate)		

<b>Domain:</b> Speaking & Listening		
<b>Cluster:</b> Presentation of Knowledge and Ideas		
<b>Standards:</b> SL.7.4 Present claims and findings, emphasizing salient options in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.		
<b>Essential Questions</b>	<b>Enduring Understandings</b>	<b>Activities, Investigation, and Student Experiences</b>
<i>Why do we use persuasion?</i>	<i>Students will understand that:</i>	<p><i>To assist in meeting this standard, students may:</i></p> <p>Participate in speech exercises relating to volume and pronunciation.</p> <p>Demonstrate the appropriate classroom public speaking and listening skills (e.g., body language, articulation, listening to be able to identify specific examples of the speaker's coordination of talking and action) that would be necessary to influence or change someone's mind or way of thinking about a topic.</p> <p>Review elements of persuasion.</p> <p>Identify credible sources for use in support of claims.</p> <p>Work in cooperative groups to review possible topics for presentation.</p> <p>Investigate the incorporation of visual aids to enhance one's argument.</p> <p>Outline salient points in presenting an argument.</p>
<b>Content Statements</b>	<i>Eye contact assists in engaging the listener.</i>	
<p>Organize ideas logically.</p> <p>Use eye contact, volume, and pacing to engage an audience.</p> <p>Emphasize important points in coherent manner.</p> <p>Identify the elements of effective persuasion.</p>	<i>Adequate volume and clear pronunciation are important components of public speaking.</i>	

<b>Assessments</b>		<b>Teacher Resources</b>
<i>In small groups, students will work as a team to promote a civic organization, charity, or environmental issue. Using various multimedia sources, students will design a presentation to persuade their audience to the importance of their cause.</i>		<a href="http://www.teachnology.com/teachers/lesson_plans/language_arts/speaking/">http://www.teachnology.com/teachers/lesson_plans/language_arts/speaking/</a>
<b>Equipment Needed</b>		<b>Public Speaking for Teachers and Students:</b> <a href="http://www.capital.net/~bps2">http://www.capital.net/~bps2</a>
<b>Internet access</b> <b>Multimedia</b>		

<b>Domain:</b> Speaking & Listening		
<b>Cluster:</b> Presentation of Knowledge and Ideas		
<b>Standards:</b> SL. 7.5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.		
<b>Essential Questions</b>	<b>Enduring Understandings</b>	<b>Activities, Investigation, and Student Experiences</b>
What are the pros and cons of using technology to clarify and/or enhance information?	Student understands ways technology can enhance expression and communication.	1. Create charts and visual displays which include statistics, demographics and geography as evidence to support claims.
<b>Content Statements</b>		
Student will be able to utilize a variety of multimedia tools that highlight salient points.		
<b>Assessments</b>		<b>Teacher Resources</b>
Create a presentation based on current unit of study, using multimedia components and visual displays to strengthen claims.		
<b>Equipment Needed</b>		
<b>Internet Access</b> <b>Audio/Visual Equipment</b>		
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<b>Domain:</b> Speaking & Listening		
<b>Cluster:</b> Presentation of Knowledge and Ideas		
<b>Standards:</b> SL.7.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.		
<b>Essential Questions</b>	<b>Enduring Understandings</b>	<b>Activities, Investigation, and Student Experiences</b>
Why is it important to adapt speech for a target audience?	Successful speeches require preparation.	<ol style="list-style-type: none"> <li>1. Watch public speeches, discussing strengths and weaknesses.</li> <li>2. Review specific vocabulary used in persuasive speeches, as well as in critiquing.</li> </ol>
<b>Content Statements</b>		
<p>Promote public speaking</p> <p>To maintain steady and consistent eye contact with an audience</p> <p>To speak in a strong, clear voice (appropriate volume and enunciation)</p> <p>To maintain good posture and appropriate body language</p> <p>Gain confidence speaking in front of an audience</p>		
<b>Assessments</b>	<b>Teacher Resources</b>	
Deliver a 3-5 minute instructional speech on how to do something.		
<b>Equipment Needed</b>		
		<b>Presentation Rubric</b> <a href="http://www.rubistar.4teachers.org">www.rubistar.4teachers.org</a>

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