

Domain: *Strand: Speaking & Listening*

Cluster: *Comprehension and Collaboration*

Standards: *SL.8.1.a-d.*

Essential Questions	Enduring Understandings	Activities, Investigation, and Student Experiences
<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>	<p><i>To assist in meeting this standard, students may:</i></p> <ol style="list-style-type: none"> 1. Review the foundational processes involved in public speaking. 2. Interview a relative, faculty member, or community leader about their particular occupation or life experiences. Develop appropriate questions in order to communicate the intent of the interview. Participate in a think-pair-share in which the information gathered can be shared with a classmate. 3. Participate in a round-table discussion focusing topics such as: current events, literature read in class, environmental concerns, health-related issues. 4. Research a relevant 21st century theme (global awareness, environmental literacy, health literacy, civic literacy, financial, economic, business literacy) 5. Examine and critique a model of a successful and age appropriate interview. 6. Debate a class initiated topic in order to form an opinion with support garnered from independent research.
<p>Content Statements</p>		
<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 better understanding of a topic.</p>		

Assessments		<u>Teacher Resources</u>
<p><i>To show evidence of meeting this standard, students may:</i></p> <ol style="list-style-type: none"> 1. Participate in a think-pair-share activity to share findings and information gained while conducting the interview. 2. As part of a team (3-4 students) develop, prepare, and present a plan to improve the community in an area based on topics in the round-table discussion. Students should incorporate a visual component (power point, prezi, etc) as well as an oral presentation (5-10 minutes). 3. Prepare a well rehearsed oral presentation (2-5 minutes) based on the 21st century topic chosen by students. 		<ul style="list-style-type: none"> - Presentation Rubric www.rubistar.4teachers.org - - Roundtable Guidelines: www.eval.org/eval2011/11roundtables.htm - - Conducting Expert Interviews: www.edutopia.org - www.nytimes.com - - Scholastic News (spotlight student interviews) - www.charlierose.com
Equipment Needed		
<ol style="list-style-type: none"> 1. Internet Access 2. Periodicals 3. Audio/Visual Equipment 4. Class Text/Novel 		<p>Debate: www.middleschool.net/activities/debate.htm</p>

Domain: <i>Strand: Speaking & Listening</i>		
Cluster: Comprehension and Collaboration		
Standards: 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.		
Essential Questions	Enduring Understandings	Activities, Investigation, and Student Experiences
To what extent does diverse media influence the delivered message?	Students will understand that: Media can affect behavior and motivation.	<i>To assist in meeting this standard, students may:</i> 1. View or listen to a various media presentations that are meant to persuade (commercials, newspaper editorial, reviews/critiques and/or political cartoons). 2. Discuss techniques used to persuade an audience. 3. Investigate the use of propaganda in popular media and a global setting. 4. Critique a speech presented by a public figure (celebrity, politician, community leader) and examine the motives behind the speaker's presentation.
Content Statements	Depending upon the content and the delivery format, the message can be different. Different messages require different language attributes.	
Specific language used in multiple formats determines the intent of the speaker (social, commercial, political).		
Assessments	Teacher Resources	
<i>To show evidence of meeting this standard, students may:</i> 1. A final presentation in which students compare/contrast two speakers' different viewpoints about a given topic based on their analysis of these presentations. Students will support their analysis with research. 2. Create a multimedia presentation public service announcement related to school culture or community with an	Google Images (propaganda) Holocaust Museum (WWII Propaganda) www.icp.org/school (International Center of Photography) Scholastic "Virtual Field Trips"	

emphasis on 21 st century issues.	Middle School Virtual Field Trips: www.middleschool.net/curlink/virtual.htm
Equipment Needed	
Internet Multimedia equipment Print materials	

Domain: Speaking & Listening		
Cluster: Comprehension and Collaboration		
Standards: SL.8.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.		
Essential Questions	Enduring Understandings	Activities, Investigation, and Student Experiences
<p>Why are sound reasoning and relevance important in presenting an argument?</p> <p>How is relevance and irrelevance determined in an argument?</p>	<p>Students will understand that presenting facts clearly and accurately will provide relevant support for an argument.</p> <p>Evaluating evidence is important in the decision making process.</p>	<ol style="list-style-type: none"> 1. Critique a round table discussion, (i.e. Meet The Press, Charlie Rose) in order to evaluate the soundness of the reasoning and relevancy of the message or position. 2. Critique political debates in order to prepare an original argument for debate. 3. Research litigation techniques 4. Review of persuasive arguments and strategies.
Content Statements		
Outline the speaker's argument, identifying the reasoning and relevancy of the message as well as identifying when irrelevant evidence is introduced.		
Assessments		Teacher Resources
Mock Trial: Divide class into 2 groups- prosecution and defense teams. Student lawyers will argue for or against an issue related to the 21 st century. Student Judge will monitor and sift through relevant and irrelevant evidence. A written critique of the case including a validation of why they came to the verdict will be submitted by all participants. \		<ul style="list-style-type: none"> - Presentation Rubric www.rubistar.4teachers.org - - Roundtable Guidelines: www.eval.org/eval2011/11roundtables.htm

Equipment Needed	
Internet Access Recorders Visual Aids (where appropriate)	<ul style="list-style-type: none">-- Conducting Expert Interviews: www.edutopia.org- www.nytimes.com-- Scholastic News (spotlight student interviews)- www.charlierose.com <p>Debate: www.middleschool.net/activities/debate.htm</p>

Domain: Speaking & Listening		
Cluster: Presentation of Knowledge and Ideas		
Standards: 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.		
Essential Questions	Enduring Understandings	Activities, Investigation, and Student Experiences
How can persuasion enhance with the presentation of an argument?	Students will understand that: Eye contact assists in engaging the listener.	<i>To assist in meeting this standard, students may:</i> Students will be able to: Demonstrate 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.
Content Statements	Adequate volume and clear pronunciation are important components of public speaking. Articulation, annunciation, and intonation aid in the delivery of message.	Recognize the elements of personal credibility. Critique and analyze other students’ speeches. Outline main ideas for clarity. Identify credible sources for use in support of claims. Work in cooperative groups to review possible topics for presentation. Investigate the incorporation of visual aids to enhance one’s argument. Outline salient points in presenting an argument.
Organize ideas logically. Use eye contact, volume, and pacing to engage an audience. Emphasize important points in coherent manner. Identify the elements of effective persuasion.		

Assessments	Teacher Resources
Prepare and deliver a 5-minute speech designed to persuade the audience to a particular point of view involving a topic related to civic, health, or environmental issues. Demonstrate the elements of persuasion during the presentation.	http://www.teachnology.com/teachers/lesson_plans/language_arts/speaking/
Equipment Needed	Public Speaking for Teachers and Students:
Internet Access Power Point Audio/Visual Equipment	http://www.capital.net/~bps2

Domain: Speaking & Listening		
Cluster: Presentation of Knowledge and Ideas		
Standards: SL. 8.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.		
Essential Questions	Enduring Understandings	Activities, Investigation, and Student Experiences
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 virtual settings, which include statistics, demographics and geography as evidence to support claims.
Content Statements		
Student will be able to present within an array of multimedia formats that strengthen claims.		
Assessments		Teacher Resources
Create a presentation based on current unit of study, using multimedia components and visual displays to strengthen claims.		
Equipment Needed		
Internet Access Audio/Visual Equipment		
		<ul style="list-style-type: none"> - Presentation Rubric www.rubistar.4teachers.org - - Roundtable Guidelines: www.eval.org/eval2011/11roundtables.htm - - Conducting Expert Interviews: www.edutopia.org - www.nytimes.com - - Scholastic News (spotlight student interviews)

- www.charlierose.com

Debate: www.middleschool.net/activities/debate.htm

Domain: Speaking & Listening		
Cluster: Presentation of Knowledge and Ideas		
Standards: SL.8.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 on page 52 for specific expectations.)		
Essential Questions	Enduring Understandings	Activities, Investigation, and Student Experiences
How do speakers effectively communicate with their audience?	<i>Students will understand that:</i> Word usage is vital in reaching the target audience.	<ol style="list-style-type: none"> 1. Identify the difference between informal and formal language usage. 2. Demonstrate the use of intonation and the use of active voice. 3. Demonstrate the knowledge of task-appropriate vocabulary. 4. Design and organize several speeches ranging in a variety of contexts and task.
Content Statements	The importance of word choice, intonation and active voice in delivering an effective speech.	
Promote public speaking		
To maintain steady and consistent eye contact with an audience		
To speak in a strong, clear voice (appropriate volume and enunciation)		
To maintain good posture and appropriate body language		
Gain confidence speaking in front of an audience		
Assessments	Teacher Resources	
Deliver up to 5-minute speeches on a variety of context and tasks with an emphasis on intonation, active voice, as well as formal English.	http://www.beaconlearningcenter.com/lessons/3836.htm	

Equipment Needed	www.write-out-loud.com/impromptu-public-speaking-topics.html
Internet Access Audio/Visual Equipment	