

PUBLIC SPEAKING



Grade 7: Unit 1

Title of Unit: Presenting Speeches

Public Speaking is introduced to students in the seventh 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 practice and present speeches 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. 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 an argument that supports a claim, acknowledges counterarguments, organizes evidence logically, uses words and phrases to create cohesion, and provide a concluding statement that supports the argument presented. Students will also adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

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 seventh 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.

Pacing Chart – Unit 1

Topic: Presenting Speeches

NJSLS

Instruction: 7 weeks

Assessment: 1 week

Remediation/Enrichment: 1 week

<p>DISTRICT RESOURCES</p> <p>Students will learn and practice the following in the Public Speaking Curriculum:</p> <ul style="list-style-type: none"> Oral Communication (weekly vocabulary building) Elements of Communication Grammar Usage Articulation Pronunciation Verbal and Nonverbal Messages Channels of Communication Volume and Rate Body Movement Informative Speech Writing Persuasive Speech Writing Speaking from an Outline Speaking from Notecards Speaking from a Manuscript Impromptu Speaking Extemporaneous Speaking Audience Analysis Audience Management 	<p>Speaking and Listening Standards:</p> <p>SL.7.1A,B,C,D, SL.7.2, SL.7.3, SL.7.4, SL.7.5, SL.7.6</p> <p>Language Standards:</p> <p>L.7.1A,B,C L.7.2B, L.7.3A, L.7.4A,B,C,D, L.7.6</p>	
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<p> 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 </p> <p>The learning objectives of Public Speaking are as follows:</p> <p> 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 </p> <p> 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 </p>		
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<p>Students will learn strategies how to speak from notecards</p> <p>Students will learn strategies how to speak from a manuscript</p> <p>Students will learn impromptu speaking strategies</p> <p>Students will learn extemporaneous speaking strategies</p> <p>Students will learn how to analyze their audience</p> <p>Students will learn strategies for controlling different types of questioners during question and answer sessions</p> <p>Students will learn how to respond to a variety of questions</p> <p>Students will learn the guidelines of giving and accepting constructive criticism</p> <p>Students will learn proper audience etiquette</p> <p>Students will learn how to create an effective PowerPoint Presentation</p> <p>Students will be able to identify claims and arguments</p> <p>Students will be able to identify the reasons and evidence that support a person's claims</p> <p>Students will know how to incorporate evidence or information about a topic, text, or issue during a discussion</p> <p>Students will select appropriate multimedia components that have clear meaning to the presentation</p> <p>Students will plan and deliver an informative/explanatory presentation that: develops a topic with relevant facts, definitions, and concrete details; uses appropriate transitions to clarify relationship; uses precise language and domain specific vocabulary; and provides a strong conclusion</p> <p>Students will engage effectively in a range of collaborative discussions (one on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly</p> <p>Students will learn how to effectively utilize transitions in their writing</p>		
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<p>Collaborative problem solving</p> <p>Writing to learn Making thinking visible Note taking</p> <p>Rereading & rewriting</p> <p>Establishing text-based norms for discussions & writing</p> <p>Establishing metacognitive reflection & articulation as a regular pattern in learning Quick writes</p> <p>Pair/trio Sharing</p> <p>Turn and Talk</p> <p>Charting</p> <p>Gallery Walks Whole class discussions</p> <p>Modeling</p>	<p>Word Study Drills</p> <p>Flash Cards</p> <p>Interviews</p> <p>Role Playing Diagrams, charts and graphs</p> <p>Storytelling</p> <p>Coaching</p> <p>Reading partners</p> <p>Visuals</p> <p>Reading Aloud</p> <p>Model (I Do), Prompt (We Do), Check (You Do)</p> <p>Mind Mapping</p> <p>Trackers</p> <p>Multiple Response Strategies</p> <p>Choral reading</p> <p>Reader's/Writer's Notebooks</p> <p>Conferencing</p>
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Educational Technology Standards

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

Technology Operations and Concepts

Demonstrate knowledge of a real world problem using digital tools.

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

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

Creativity and Innovation

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

Communication and Collaboration

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

Digital Citizenship

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

Demonstrate the application of appropriate citations to digital content.

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

Assess the credibility and accuracy of digital content.

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

Research and Information Literacy

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

Critical Thinking, Problem Solving, Decision Making

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

Computer Skills

Keyboarding

-Learn the home row position

-Practice finding and using keys such as shift, backspace, forward and back slashes, enter and

Ctrl -Accurately keyboard alphabetic material at 25-30 wpm

-Properly use a 10-key numeric keypad

Word Processing

-Select fonts, change font size, apply font styles, and underlines

- Apply font colors
- Use cut and paste/ copy and paste
- Change line and paragraph spacing
- Move text and paragraphs
- Indent text

Multimedia Presentation

- Animate text and objects
- Add sounds, music, or movies
- Change slide views
- Move, copy, duplicate, and delete slides

Stamina-In accordance with CCSS.ELA-Literacy.W.7.6

Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources

Career Ready Practices

Standards

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

CRP1. Act as a responsible and contributing citizen and employee

Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

CRP2. Apply appropriate academic and technical skills.

Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation

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

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

CRP4. Communicate clearly and effectively and with reason.

Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

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

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

CRP6. Demonstrate creativity and innovation.

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

CRP7. Employ valid and reliable research strategies.

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

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

CRP9. Model integrity, ethical leadership and effective management.

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

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

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

CRP11. Use technology to enhance productivity.

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

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

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

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

Specialized or technical language reflective of the content areas at grade level

6- Reaching 11 Page	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
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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.
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4- Expanding	<p>Specific and some technical language of the content areas</p> <p>A variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related sentences or paragraphs Oral or written language with minimal phonological, syntactic or semantic errors that may impede the communication, but retain much of its meaning, when presented with oral or written connected discourse, with sensory, graphic or interactive support</p>
3- Developing	<p>General and some specific language of the content areas</p> <p>Expanded sentences in oral interaction or written paragraphs</p> <p>Oral or written language with phonological, syntactic or semantic errors that may impede the communication, but retain much of its meaning, when presented with oral or written, narrative or expository descriptions with sensory, graphic or interactive support</p>
2- Beginning	<p>General language related to the content area</p> <p>Phrases or short sentences</p> <p>Oral or written language with phonological, syntactic, or semantic errors that often impede of the communication when presented with one to multiple-step commands, directions, or a series of statements with sensory, graphic or interactive support</p>
1- Entering	<p>Pictorial or graphic representation of the language of the content areas</p> <p>Words, phrases or chunks of language when presented with one-step commands directions, WH-, choice or yes/no questions, or statements with sensory, graphic or interactive support</p>

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

Differentiated Instruction

Accommodate Based on Students Individual Needs: Strategies

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

Enrichment

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.

Required District/State Assessments Suggested Formative/Summative Classroom Assessments

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

Short constructed response
questions Multiple Choice questions

Journals

DRA2 Essays

Quick writes

Demonstration Speeches Summative chapter test Projects

PARCC Portfolio

Exit Slips
Graphic Organizers
Presentations (incorporating Web 2.0 tools)
Homework
Anecdotal Notes
Student Conferencing

Standards: NJSLS:

Speaking and Listening: SL.7.1A,B,C,D, SL.7.4, SL.7.6 Language: L.7.1A, L.7.2B, L.7.3A, L.7.4A,C,D, L.7.6

DISTRICT RESOURCES

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

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

Oral Communication (weekly vocabulary building)

Elements of Communication

Grammar Usage

Articulation

Pronunciation

Verbal and Nonverbal Messages

Channels of Communication

Volume and Rate

Body Movement

Informative Speech Writing

Persuasive Speech Writing

Speaking from an Outline

Speaking from Notecards

Speaking from a Manuscript

Impromptu Speaking

Extemporaneous Speaking

Audience Analysis

Audience Management

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

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

New Jersey Student Learning Standard (NJSLS) SL.7.1A,B,C,D

NJSLS: SL.7.1. 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.

SL.7.1.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.7.1.B. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

SL.7.1.C. 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.

SL.7.1.D. Acknowledge new information expressed by others and, when warranted, modify their own views.

Student Population	Critical Knowledge and Skills	Essential Questions	Sample Activities/Lesson Starters
<p>General Education</p> <p>ESL</p> <p>Special Education</p>	<p>Read required texts prior to discussions</p> <p>Prepare for discussions</p> <p>Use previous knowledge to expand discussions about a topic</p> <p>Engage in conversations about grade-appropriate topics and texts</p> <p>Participate in a variety of rich, structured conversations</p> <p>Define and identify rules for discussions, including group and individual roles</p> <p>Model appropriate behavior during discussions</p> <p>Craft and respond to specific questions based on the topic or text, elaborating when necessary</p> <p>Reflect on and paraphrase</p>	<p>How did you prepare for today's discussion?</p> <p>What are some questions you might ask during the discussion?</p> <p>Based on what you read, what might you want to discuss more deeply with your group?</p> <p>What are some rules that help make the discussion collegial?</p> <p>What is your role in the discussion?</p> <p>What are the specific goals of the discussion, and how long do we have to meet them?</p> <p>How will we track the progress?</p> <p>How will you contribute to the progress of the</p>	<p>Prepare for collaborative discussions</p> <p>Know how to incorporate evidence or information into the discussion which is relevant to the topic</p> <p>Know the rules for participating in a discussion</p> <p>Assign and assume roles in the discussion Set goals and deadlines, then track progress Pose and respond to questions posed by others</p> <p>Make relevant comments that help return the discussion to the topic</p> <p>Be willing to acknowledge new information expressed by others</p> <p>Be willing to modify your own views based on the comments and information of others</p>

	<p>what was discussed</p> <p>Summarize the ideas expressed</p>	<p>group?</p> <p>Reflect on what you heard, what ideas can you add to the discussion?</p> <p>Have your partners said anything that made you change your ideas? Did you acknowledge them?</p> <p>Use this language frame: I agree/disagree with what you said.</p> <p>Use this language frame: In addition to what you said, I think....</p>	
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<p>New Jersey Student Learning Standard (NJSLS) SL.7.4</p> <p>NJSLS: SL.7.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.</p>			
Student Population	Critical Knowledge and Skills	Essential Questions	Sample Activities/Lesson Starters

<p>General Education</p> <p>ESL</p> <p>Special Education</p>	<p>Present information using sound, detailed, and relevant evidence in a coherent manner.</p> <p>Build arguments to prepare for persuasive speeches on topics of interest or address the class on a teacher assigned topic</p> <p>Use practices that engage the audience (ie: eye contact, volume, pronunciation)</p> <p>Emphasize important points with different pitch or volume</p> <p>Elaborate on a point that listeners may need more explanation to understand</p>	<p>How will you plan your presentation?</p> <p>On what evidence will you base your argument?</p> <p>Have you considered the counterarguments that might be made?</p> <p>Is your argument presented logically with sufficient and pertinent details/facts/examples?</p> <p>Was your conclusion strong? Is there something you can add to make it stronger?</p> <p>Can the listener follow your argument? Is there cohesion from beginning to end?</p> <p>Rate how you used eye contact, adequate volume and clear pronunciation in your presentation</p>	<p>Plan and deliver a presentation that is focused, coherent (delivered in a logical sequence), contains pertinent facts, descriptions, examples</p> <p>Understand the difference between a claim and a finding</p> <p>Know that an argument makes and supports a claim, acknowledges counterarguments, creates cohesion by using transitional words or phrases, and has a strong concluding statement</p> <p>Speak with an adequate volume and clear pronunciation</p> <p>Make appropriate eye contact</p>
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<p>New Jersey Student Learning Standard (NJSLS) SL.7.6</p> <p>NJSLS: SL.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>			
Student Population	Critical Knowledge and Skills	Essential Questions	Sample Activities/Lesson Starters

<p>General Education</p> <p>ESL</p> <p>Special Education</p>	<p>Orally present information, using appropriate speech, in a variety of situations</p> <p>Recognize and consider the audience</p> <p>Determine if the topic and language style correspond appropriately</p> <p>Reflect on the use of language and revise as needed</p>	<p>What is the purpose of your speech and who is your intended audience?</p> <p>Are you trying to persuade or convince your audience?</p> <p>Will you need formal or informal English? Why?</p> <p>Are you delivering a formal presentation?</p> <p>How will this affect your choice of words?</p> <p>Are there places where you can substitute precise engaging language to keep the listeners interested?</p> <p>How will your word choice impact your listeners?</p> <p>How will you emphasize the important points?</p>	<p>Identify the audience and purpose</p> <p>Know the differences between informal and formal English</p> <p>Vary sentence patterns for style</p> <p>Understand and adapt the delivery to appeal to the audience</p> <p>Enunciate and speak at appropriate volume and pace</p> <p>Use conventions of language to improve expression and understanding</p>
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<p><u>New Jersey Student Learning Standard (NJSLS) L.7.1A</u></p> <p><u>NJSLS: L.7.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.7.1.A. Explain the function of phrases and clauses in general and their function in specific sentences.</u></p>			
<u>Student Population</u>	<u>Critical Knowledge and Skills</u>	<u>Essential Questions</u>	<u>Sample Activities/Lesson Starters</u>

<p>General Education</p> <p>ESL</p> <p>Special Education</p>	<p>Identify phrases and clauses in sentences in reading</p> <p>Explain the function of phrases and clauses in general</p> <p>Explain the function of phrases and clauses in specific sentences</p>	<p>What is a phrase? How does it differ from clause? What is an independent clause? What is a dependent clause? Which is the same as a simple sentence?</p> <p>What is a compound sentence?</p> <p>Name the words that are used to connect tow independent clauses.</p> <p>What is a complex sentence? How does it differ from a compound sentence?</p> <p>What types and how many clauses are used in a compound-complex sentence?</p> <p>Is the position of the modifier correct? What word is being modified?</p> <p>What is a dangling modifier?</p> <p>In what way does the passage deviate from conventional use?</p>	<p>Know and correctly use all parts of speech (noun, pronoun, verb, adverb, adjective, etc.)</p> <p>Identify and correctly use phrases and clauses</p> <p>Identify and correctly use simple sentences</p> <p>Identify and correctly use compound sentences</p> <p>Identify and correctly use complex sentences</p> <p>Identify and correctly use compound-complex sentences</p> <p>Identify and correctly use (place) modifiers</p> <p>Recognize variations from standard English</p>
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New Jersey Student Learning Standard (NJSL) L.7.2B

NJSLS: L.7.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.7.2.B. Spell correctly.

Student Population	Critical Knowledge and Skills	Essential Questions	Sample Activities/Lesson Starters
General Education ESL Special Education	Apply common rules and patterns to spell words correctly	What are coordinate adjectives? How do you correctly punctuate coordinate adjectives in a sentence? What is the correct spelling of this word? Are Standard English conventions correctly demonstrated? What might the author/you do to address conventional errors and improve clarity?	Use commas to separate coordinate adjectives Punctuate correctly Spell correctly

<p align="center"><u>New Jersey Student Learning Standard (NJSL) L.7.3A</u></p> <p align="center">NJSL: L.7.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p align="center">L.7.3.A. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</p>			
Student Population	Critical Knowledge and Skills	Essential Questions	Sample Activities/Lesson Starters

General Education ESL Special Education	Select precise language Revise writing for wordiness and redundancies	What sentence patterns are present/absent in this piece? Does the piece address the needs/interests of the audience? How can you more precisely express this idea? Are any of the words or sentences used redundant? What words can be removed without affecting the message?	Recognize and use a variety of sentence patterns Identify and use appropriate language to address audience Express ideas precisely and concisely
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<p align="center">New Jersey Student Learning Standard (NJSLS) L.7.4A,C,D</p> <p>NJSLS: L.7.4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 7 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>L.7.4.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.</p> <p>L.7.4.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.</p> <p>L.7.4.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).</p>			
Student Population	Critical Knowledge and Skills	Essential Questions	Sample Activities/Lesson Starters

<p>General Education</p> <p>ESL</p> <p>Special Education</p>	<p>Use a combination of context clues, structural clues, and the word's position 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</p> <p>Verify the inferred meaning of a word is the actual meaning by using dictionaries, glossaries, and/or thesauruses</p> <p>Consult reference materials that are both printed and digital</p>	<p>Based upon the use of the word in the sentence, what can you deduce the word means?</p> <p>Does the positioning of the word assist in determining meaning?</p> <p>Is an appositive clue provided?</p> <p>Do you recognize a familiar word part (affix or root) in the word?</p> <p>What meaning does the affix/root provide?</p> <p>What reference tool would best assist you in determining the pronunciation of a word, its meaning, or its part of speech?</p> <p>What is the origin of the word? Did it derive from another language?</p>	<p>Use context clues to derive word meaning</p> <p>Use Greek and Latin affixed and roots to derive word meaning</p> <p>Use reference materials to derive word meanings</p> <p>Use reference materials to determine correct pronunciation of words</p> <p>Trace the etymology of words</p> <p>Verify word meaning</p>
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		<p>Has the meaning/use of the word changed over time? How?</p>	
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New Jersey Student Learning Standard (NJSLS) L.7.6

NJSLS: L.7.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Student Population	Critical Knowledge and Skills	Essential Questions	Sample Activities/Lesson Starters
General Education ESL Special Education	<p>Understand and apply conversational, academic, and domain specific vocabulary</p> <p>Interpret unknown words and their meanings, using context clues, understanding Greek and Latin roots, and applying grammatical knowledge of function and form</p>	<p>What is the meaning for the term ?</p> <p>How would you use the academic word _in a sentence?</p> <p>Can you give an example of how the word is used in different subject areas?</p> <p>The word is specific to what subject/domain?</p> <p>Why is it important to understand the meaning of the domain-specific word when studying this subject?</p> <p>What strategies do you use for identifying, understanding, and using high-utility academic words?</p>	<p>Identify, understand, and use general academic terms</p> <p>Identify, understand, and use domain-specific terms</p> <p>Independently build vocabulary</p>

Additional Resources: Suggested in the NJ Curriculum Framework

Reading	Writing	Speaking and Listening	Language
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<ul style="list-style-type: none"> • Close In on Close Reading <ul style="list-style-type: none"> • Teaching Channel: Thinking Notes Strategy For Close Reading • Summarizing, Paraphrasing & Retelling • Strategies for Analyzing Argument • Common Core Reading Strategies Informational Text • Summarizing Non-Fiction Text • YouTube Reading Lessons Middle School • Common Core Strategies • Teaching Reading • Teaching Theme • Exploring Character • Literary Analysis • Vocabulary: Doing It Differently <p>http://www.state.nj.us/education/cccs/f frameworks/ela/</p>	<ul style="list-style-type: none"> • Teacher Tube - Counterclaims and rebuttals • Evidence Based Arguments • Writing Fix: Word Choice Resources • Writing Resources by Strand • Word Choice YouTube • Argumentative Writing YouTube • Writing Exemplars - Argument/Opinion • PARCC Writing Resources • Harvard College Writing Center • Teaching Narrative • Writing Exemplars by Grade Level and Aspects to Consider in Writing • Thesis Writing • Discussion, Planning and Questioning • Literary Analysis Writing Writing a Thesis Statement <p>http://www.state.nj.us/education/cccs/f frameworks/ela/</p>	<ul style="list-style-type: none"> • Inquiry Based Learning (Edutopia) • Engaging Students Using Discussion • Strategies for Student Centered Discussion • Socratic Seminar: ReadWriteThink • Fishbowl Strategy • Stems on Fostering Class Discussion • Fishbowl Strategies: Teach Like This • Accountable Talk AVID Socratic Seminar <p>http://www.state.nj.us/education/cccs/f frameworks/ela/</p>	<ul style="list-style-type: none"> • Levels of Thinking in Bloom's and Webb's Depth of Knowledge • Cognitive Rigor Chart • 5 Strategies For Middle School Classrooms • Spectrum of Standards by Grade: Breakdown of Standards and Sample Lessons <p>http://www.state.nj.us/education/cccs/f frameworks/ela/</p>
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