

Unit 5: Speaking of Understanding

Unit #:	APSDO-00017544	Duration:	3.0 Week(s)	Date(s):	
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Team:
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Grades:
 8

Subjects:
 English Language Arts

Unit Focus

In this unit, students will integrate previously practiced text types (informative, narrative, and argument) while they compose a graduation speech. This speech will be a vehicle for sharing reflections on middle school years and providing inspiration for the future. It will also illustrate their growing understanding of the complexity of life. Students will deliver their speeches, demonstrating their public speaking skills. The primary instructional materials for this unit are Martin Luther King, Jr.'s "I Have a Dream" speech, "The Gettysburg Address," and a variety of commencement addresses.

Stage 1: Desired Results - Key Understandings

Established Goals	Transfer	
<p>Common Core <i>English Language Arts: 8</i></p> <ul style="list-style-type: none"> Write arguments to support claims with clear reasons and relevant evidence. <i>CCSS.ELA-LITERACY.W.8.1</i> Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. <i>CCSS.ELA-LITERACY.RI.8.2</i> Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. <i>CCSS.ELA-</i> 	<p>T1 (T20) Student Lens: Active readers think critically about what they read.</p> <p>T2 (T1) Teacher Lens: Students will be able to comprehend and engage with a variety of texts in order to become independent, critical thinkers.</p> <p>T3 (T21) Student lens: Powerful writers think critically about what they write.</p> <p>T4 (T2) Teacher lens: Students will be able to thoughtfully produce text for a broad range of audiences, purposes and tasks.</p> <p>T5</p> <p>Thematic Lens: Through producing and consuming texts, students will gain insight into the nature of prejudice and understanding.</p>	
	Meaning	
	Understandings	Essential Questions
	<p>U1 (U205) Authors and speakers make deliberate language, narrative, structure, and</p>	<p>Q1 (Q204) How do authors make specific language, narrative, structure, and/or style</p>

<p><i>LITERACY.W.8.2</i></p> <ul style="list-style-type: none"> Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories). <i>CCSS.ELA-LITERACY.RI.8.3</i> Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. <i>CCSS.ELA-LITERACY.W.8.3</i> 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. <i>CCSS.ELA-LITERACY.SL.8.4</i> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 13 above.) <i>CCSS.ELA-LITERACY.W.8.4</i> Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style. <i>CCSS.ELA-LITERACY.RL.8.5</i> With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. <i>CCSS.ELA-LITERACY.W.8.5</i> Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. <i>CCSS.ELA-LITERACY.SL.8.6</i> 	<p>style choices to convey their meaning.</p> <p>U2 (U703) To be effective, written and spoken text (arguments, explanatory, narrative) must be supported with sound evidence, sufficient detail, and/or valid reasoning.</p> <p>U3 (U700) Audience and purpose influence the structure, language, and style to achieve a goal effectively.</p> <p>U4 (U602) Writers and speakers develop, express, and clarify their thinking in order to communicate effectively.</p> <p>U5 (U602) Writers and speakers develop, express, and clarify their thinking in order to communicate effectively.</p> <p>U6</p> <p>Thematic: People learn from their experiences and from the experiences of others.</p>	<p>choices to communicate their ideas? How does that affect my reading? (K-12)</p> <p>Q2 (Q702) How do I make my writing easy to understand? (K-2) How do I make my writing interesting, engaging, and effective given my audience and purpose? (3-12)</p> <p>Q3 (Q602) How do I make my writing easy to understand? (K-2) How do I make my writing interesting, engaging, and effective given my audience and purpose? (3-12)</p> <p>Q4 (Q805) How do I make sense of sources that present different views? (4-12)</p> <p>Q5 (Q703) How can other people help me with my writing? (K-2) How can I get and use feedback to improve my writing? (3-12)</p> <p>Q6 (Q901) When is it important to follow the (writing) rules? When is it okay to break them? (6-12)</p> <p>Q7</p> <p>Thematic: How do I take what I'm reading, seeing, and thinking and put it into words? How does that line up with my own experiences?</p>
Acquisition of Knowledge and Skill		
Knowledge		Skills
<p>K1</p> <p>Understand basic public speaking techniques including eye contact, voice modulation, effective body language, and timing.</p> <p>K2</p> <p>Understand the importance of an effective introduction, use of stories, examples, analogies, transitions, and conclusions.</p> <p>K3</p>	<p>S1</p> <p>Blend text types (informative, narrative, and argument) to compose a powerful speech</p> <p>S2</p> <p>Create a focused and coherent message</p> <p>S3</p> <p>Adapt written language and spoken language for task and context</p> <p>S4</p>	

	<p>Understand the difference between a written text and public speaking.</p>	<p>Present using effective eye contact, poise, enunciation, pace, and volume</p> <p>S5</p> <p>Analyze the content and structure of a speech</p> <p>S6</p> <p>Evaluate the skills of an effective speaker</p> <p>S7</p> <p>Reflect upon experiences to engage and inspire an audience</p>
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