



Curriculum

Introduction/Review	Suggested Activities:	Resources
<p>(Suggested 3 Weeks)</p> <p>Communication Process Review</p> <ul style="list-style-type: none"> Communicating in a Group Active Listening (4 types) Communication Sources, Receiver Channels, Interference, Nonverbal Technology Current Communication Tools: How do you communicate? <p>Communication Development</p> <p>Organization</p> <ul style="list-style-type: none"> Thesis Statement Outlining Parts of a Speech: Intro, Body, Conclusion Transitions <p>Delivery</p> <ul style="list-style-type: none"> Stage Fright Eye Contact Voice: energy, volume, expression, rate Body Language: gestures, movement, posture Effective Use of technology <p>Presentations</p> <ul style="list-style-type: none"> Audience etiquette Incorporating Technology 	<p>Suggested Activities:</p> <ul style="list-style-type: none"> “Got A Match” Listening Log Creative Listening Current Communication Tools: <ul style="list-style-type: none"> Texting, email, social media Advanced students: demonstrate delivery skills for novice students Telephone game Charades Sign language/finger spelling Glance Media SRO presentation (social media usage) Scenarios - how does social media impact friendships? Friendship cycle Presenters from the workplace (social media director, etc.) Embed technology*Know it All Game/Three Headed Expert 10-15’s Round Robin Speeches 	



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<p>Informative (3 weeks)</p> <ul style="list-style-type: none"> • Compose an appropriate introduction, body, and conclusion • Select and narrow topic • Appropriate supporting details • Utilize various forms of technology 	<p>Suggested Activities:</p> <ul style="list-style-type: none"> • Impromptu • Embed Technology • Research • Group Project • Demonstrative 	<p>Instructional Shifts:</p> <ul style="list-style-type: none"> • consider giving a prompt to have students to solve a problem (PBL approach) • Student voice and choice • Students determine how they are going to present the information
<p>Persuasive (3 weeks)</p> <ul style="list-style-type: none"> • Research skills utilizing technology • Logical reasoning • Relevant evidence 	<p>Suggested Activities:</p> <ul style="list-style-type: none"> • Impromptu • Travel Agent • PBL Presentations <p>Required Activity:</p> <ul style="list-style-type: none"> • Utilize Research 	<p>Resources:</p> <p>http://sks.sirs.com/webapp/issues-researcher</p>
<p>Debate (7 weeks)</p> <ul style="list-style-type: none"> • Introduction to debate • Research skills utilizing technology • Logical reasoning • Relevant evidence • Debating 	<p>Suggested activities:</p> <ul style="list-style-type: none"> • Types of Debate • HS Debate team visit • Pro/Con Issues • Debating <p>Required Activity:</p> <ul style="list-style-type: none"> • Utilize Research 	<p>Resources:</p> <p>http://sks.sirs.com/webapp/issues-researcher</p>



Focus Standards and Skills

<p>MODERN COMMUNICATION KCCRS Speaking and Listening Standards</p>	<p>STANDARDS</p> <ul style="list-style-type: none"> • W.7.1a – Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. • W.7.1b – Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. • W.7.2b – Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. • 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. • 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. • SL.7.5 – Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points • SL.7.6 – Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 on page 52 [of the CCSS] for specific expectations.) • SL.8.1 – Engage effectively in a range of collaborative discussions (one-on-one, in groups, Communicate the relationships between theatre and the world to make meaning and deepen understanding of cultural, global, and historical contexts. • 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.8.1a – 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.8.1b – Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
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- SL.8.1c – Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
- SL.8.1d – Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
- 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.
- 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.
- 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.
- SL.8.5 – Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
- 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 [of the CCSS] for specific expectations.)

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SKILLS

- Identify the components of and compose an appropriate introduction, body and conclusion.
- Identify and use appropriate transitions between major components of a speech.
- Develop research skills utilizing various forms of current technology.
- Develop presentation skills utilizing various forms of current technology.
- Choose appropriate supporting details.
- Select and narrow a topic that is appropriate for the situation.
- Identify and demonstrate appropriate listening skills.
- Demonstrate appropriate audience etiquette
- Identify different components of non-verbal communication including voice, eye contact, body language, expression and rate.
- Recognize and avoid verbal pauses/fillers
- Recognize and control stage fright
- Identify the components of and compose an appropriate introduction, body and conclusion.
- Identify and use appropriate transitions between major components of a speech.



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- Develop research skills utilizing various forms of current technology.
- Develop presentation skills utilizing various forms of current technology.
- Choose appropriate supporting details.
- Select and narrow a topic that is appropriate for the situation.
- Identify and demonstrate appropriate listening skills.
- Demonstrate appropriate audience etiquette.
- Identify different components of non-verbal communication including voice, eye contact, body language, expression, and rate.
- Recognize and avoid verbal pauses/fillers
- Recognize and control stage fright
- Choose the most effective persuasive organizational pattern for the body of the speech (i.e., cause/effect; problem/solution).
- Develop claims with supporting evidence to persuade an audience. Explain how contextual aspects are impacted by various cultures, times, and places. form and present arguments using relevant evidence to support your ideas and claims (S 8.1, 8.1a, 8.2, 8.4)
- determine reliability of various source materials (S 8.1a, 8.1d, 8.2)
- use proper citation techniques (SL 8.4)
- write and present speeches appropriate to the occasion, with attention to format and audience (SL 8.1, 8.6)
- identify and fulfill different roles and responsibility in a group, taking turns in a conversation or discussion (SL 8.1b, 8.1c, 8.6)
- give constructive criticism verbally to partners/group members in a tactful way. (8.3, 8.6)
- demonstrate appropriate communication skills: active listening, (whole-body listening), self-control, be able to give and take focus in a discussion, actively participate and advocate for your point of view (S 8.1, 8.1b, 8.1c, 8.1d, 8.3, 8.4, 8.6)
- identify, establish, and follow socially appropriate group norms (SL 8.1a, 8.1b, 8.1c. 8.d)
- evaluate peers' arguments and claims for sound reasoning and relevance, and be able to constructively share your critique, (SL 8.1c, 8.1d, 8.2, 8.3,)
- properly flow a debate (S 8.3)
- integrate current technology in a presentation (S 8.5)