Speaking and Presentation

Content Area: **English Language Arts**
Course(s): **English Language Arts, Generic District Course**
Time Period: **Generic Time Period**
Length: **Weeks**
Status: **Published**

Unit Overview

Students will collaboratively prepare and present PowerPoint presentations on informative topics of their choice. Each presentation will include multimedia components and information gleaned from some degree of research. They will narrate their presentations in real time, incorporating what they learn about posture, volume, diction, and presence.

Grade 7 presentations will take up persuasive topics, and each group will argue for or against a particular policy, advocacy position, or point of view.

This unit is similar to that of the traditional grade 7 classes, but it has the added emphasis of more detailed attribution of researched information back to its sources. The final frame of the digital component of the presentation (often PowerPoint or Prezi) will display a list of sources formatted to MLA guidelines. Moreover, all sources must be authoritative, valid, and credible against criteria that will be discussed in class. This academic enhancement challenges gifted and talented students and further reinforces the research and discernment skills that will become increasingly important in their studies.

One additional component to the presentation will involve a short question-and-answer session between presenters and their audience. This will expose presenters not only to the rigors of additional justification of their points--as will be required in the workplace--but it will also require them to be as knowledgeable as possible on their topic.

Standards

CCSS.ELA-Literacy.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.
CCSS.ELA-Literacy.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.
CCSS.ELA-Literacy.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.
CCSS.ELA-Literacy.SL.7.5	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
CCSS.ELA-Literacy.SL.7.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal

English when indicated or appropriate.

Essential Questions

How does public speaking enhance one's work as a student and a professional?

Why do facts, organization, intonation, and body language have an impact on how well a message is received?

How can technology and media assist one in spoken presentations?

How can preparation and practice help with clarity?

How can one overcome nervousness when speaking in public?

Why are credible, authoritative sources necessary to inform a meaningful presentation?

Application of Knowledge and Skills...

Students will know that...

Students will know that:

-collaborative public speaking is integral to the 21st-century professional workplace.

-the sequencing of arguments, claims, and facts in spoken presentation must be logical and coherent.

-intonation and body language have an impact on how well a message comes across.

-multimedia and research components make a presentation more authoritative.

-preparation and practice help with clarity and the mitigation of nervous habits.

-research sources have varying degrees of credibility and value.

-it is necessary to evaluate and choose truly informative and reliable sources.

- -collaborative public speaking is integral to the 21st-century professional workplace.
- -intonation and body language have an impact on how well a message comes across.
- -it is necessary to evaluate and choose truly informative and reliable sources.
- -multimedia and research components make a presentation more authoritative.
- -preparation and practice help with clarity and the mitigation of nervous habits.

- -research sources have varying degrees of credibility and value.
- -the sequencing of arguments, claims, and facts in spoken presentation must be logical and coherent.

Students will be skilled at...

Students will be able to:

-collaborate with others to prepare and present speeches on a variety of topics in front of classmates.

-sequence arguments, claims, and facts in a logical and coherent manner.

-use proper intonation and body language.

-include multimedia and research components effectively in a spoken presentation.

-prepare and practice in order to present clearly and effectively.

-evaluate and choose truly informative and reliable sources.

- -collaborate with others to prepare and present speeches on a variety of topics in front of classmates.
- -evaluate and choose truly informative and reliable sources.
- -include multimedia and research components effectively in a spoken presentation.
- -prepare and practice in order to present clearly and effectively.
- -sequence arguments, claims, and facts in a logical and coherent manner.
- -use proper intonation and body language.

Assessments

Speaking and Presentation Self-Assessment
Summative: Self Assessment
Speaking and Presentation Peer Review
Summative: Other written assessments

All students will assess all other students' presentations; all presenters will receive copies of these assessments for further reflection and for inclusion in their portfolios.

NOTE: This rubric may also be used formally during preparation and practice sessions.

Speaking and Presentation Scoring Rubric
Summative: Other oral assessments

Peer-Review.docx
Scoring Rubric.docx

Self-Evaluation.docx

- All students will assess all other students' presentations; all presenters will receive copies of these assessments for further reflection and for inclusion in their portfolios.
- NOTE: This rubric may also be used formally during preparation and practice sessions.
- Speaking and Presentation Peer Review
- Speaking and Presentation Scoring Rubric
- Speaking and Presentation Self-Assessment
- Summative: Other oral assessments
- Summative: Other written assessments
- Summative: Self Assessment

Activities

Discussion of essential questions and objectives.

Teacher modeling of targeted skills; multimedia examples.

Discussion of topics, partner protocols and expectations, resources, strategies, and scoring rubrics.

Composition/preparation of presentations

Teacher consultations

Peer rehearsals and formative peer assessment

Final presentations

Follow-up reflection on essential questions, activities, objectives, and achievement

Activities to Differentiate Instruction

Visual: teacher demonstration of body language and voice modulation, PowerPoint examples, printed

guidelines and rubrics, multimedia elements (graphic) in presentations

Auditory: teacher demonstration of voice modulation, multimedia elements (audio) in presentations

Kinesthetic: practice of body movement and postures

Struggling learners: peer pairings allow assistance from other students

Socially anxious/impaired students: peer pairings deflect a portion of the focus

Integrated/Cross-Disciplinary Instruction

Students' choices of topics--in consultation with the teacher--will extend into various content areas across the curriculum.

Resources

Teacher website for expectations and strategies

Essential questions

Partner protocols

Online tutorials for PowerPoint and Prezi

MLA website for formatting guidelines