

Unit 5: Presenting Research Project (Weeks 30-36)

Content Area: **Template**
Course(s):
Time Period: **Full Year**
Length: **9 Weeks**
Status: **Published**

Unit 1: Presenting Research Project

There will be times, whether in college or in the workforce, when a student will be tasked with orally delivering a presentation to a group of people. Using all the public-speaking skills learned throughout the school year (eye contact, good posture, audible voice, relevant visuals, etc), this unit will focus on effective techniques for giving a solid oral presentation of the research project worked on during the previous unit.

Essential Questions

Why should the presentation begin with your argument?

What's so special about your presentation?--why does it NEED to be heard?

Why is it important for your presentation to give the audience something they can't simply get from, say, Wikipedia?

Why is it necessary to take questions from the audience at the end of your presentation?

Why is it important to be prepared for a question based on an argument that's the opposite of yours?

Pre-Assessments

The series of one-minute oral presentations given throughout the school year, prior to this unit.

Instructional Plan

Presentation Skills

Student Learning Intentions or We are learning to ... (WALT)

WALT Orally present their research project to an audience in order to sharpen public-speaking skills.

Focus: Using proper physicality (eye contact, posture, voice, etc.)

Student Success Criteria ... “I can statements”

I can present my research clearly

I can use proper physicality while presenting

Instructional Strategies and Activities

Each student will be given the chance to practice their presentation, focusing on speaking clearly and making eye contact with audience.

After each performance the teacher will give notes to student, letting them know the areas that need to be improved.

Formative Assessments

Practice presentation of research project

Instructional Materials and Resources

Google Slides

Reflections and Suggested Modifications

Organization of thoughts

Student Learning Intentions or We are learning to ... (WALT)

Orally present their research project to an audience in order to sharpen public-speaking skills.

Focus: Structure of oral presentation

Student Success Criteria ... “I can statements”

I can use my public speaking skills to organize my presentation logically

Instructional Strategies and Activities

Each student will be given the chance to practice their presentation, focusing on length and organization of points.

After each performance the teacher will give notes to student, letting them know the areas that need to be

improved.

Formative Assessments

Practice presentation of research project

Instructional Materials and Resources

Google Slides

Reflections and Suggested Modifications

Infographics

Student Learning Intentions or We are learning to ... (WALT)

WALT Orally present their research project to an audience in order to sharpen public-speaking skills.

Focus: Integrating technology

Student Success Criteria ... “I can statements”

I can integrate appropriate technology into my presentation

I can make connections across genre

Instructional Strategies and Activities

Each student will be given the chance to practice their presentation, focusing on the use of relevant pictures, charts, and video clips.

After each performance the teacher will give notes to student, letting them know the areas that need to be improved.

Formative Assessments

Practice presentation of research project

Instructional Materials and Resources

Google Slides

Reflections and Suggested Modifications

Responding to queries

Student Learning Intentions or We are learning to ... (WALT)

WALT orally present their research project to an audience in order to sharpen public-speaking skills.
Focus: Answering questions from the audience

Student Success Criteria ... “I can statements”

I can answer questions from the audience about my topic

I can prepare for a variety of questions concerning my topic

Instructional Strategies and Activities

Each student will be given the chance to practice their presentation, focusing on clearly responding to queries from classmates, and also being prepared to respond to an audience member who might present a counter argument.
After each performance the teacher will give notes to student, letting them know the areas that need to be improved.

Formative Assessments

Practice presentation of research project

Instructional Materials and Resources

Google Slides

Reflections and Suggested Modifications

Modifications and/or Accommodations

Suggested Modifications (ELL, Sp. Ed, Gifted, At-risk of Failure)

English Language Learners

Native language support: The teacher provides auditory or written content to students in their native language.

Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.

Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.

Front-Loading Vocabulary: The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students.

Special Education Students

Chunking: The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

Checking for Understanding: It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

Oral Reading: The teacher will read work orally to students. Class work such as tests and literature circles may need to be read aloud to the student.

Timers: The teacher will use timers as an instructional tool. The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

Students with 504 Plans

Chunking: The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily

overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

Checking for Understanding: It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

Gifted & Talented Strategies

Extensions/Enrichments: Teachers will provide gifted and talented students with extension/enrichment projects. Students will be challenged to further their understanding, to apply acquired knowledge, and/or to produce something in reference to acquired knowledge.

Modify/Change Activities: Teachers will monitor and modify activities to accommodate those students who need to be challenged further. Additional reading, problem-solving, writing, or project work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way, G & T students are provided the same opportunity for support as special needs students.

Students at Risk of School Failure

Directions or Instructions: Make sure directions and/or instructions are given in limited numbers. Give directions/instructions verbally and in simple written format. Ask students to repeat the instructions or directions to ensure understanding occurs. Check back with the student to ensure he/she hasn't forgotten.

Peer Support: Peers can help build confidence in other students by assisting in peer learning. Many teachers use the 'ask 3 before me' approach. This is fine, however, a student at risk may have to have a specific student or two to ask. Set this up for the student so he/she knows who to ask for clarification before going to you.

Alternate or Modified Assignments: Always ask yourself, "How can I modify this assignment to ensure the students at risk are able to complete it?" Sometimes you'll simplify the task, reduce the length of the assignment or allow for a different mode of delivery. For instance, many students may hand something in, the at-risk student may jot notes and give you the information verbally. Or, it just may be that you will need to assign an alternate assignment.

Increase One to One Time: When other students are working, always touch base with your students at risk and find out if they're on track or needing some additional support. A few minutes here and there will go a long way to intervene as the need presents itself.

Contracts: It helps to have a working contract between you and your students at risk. This helps prioritize the tasks that need to be done and ensure completion happens. Each day write down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the student come to you for completion sign-offs.

Hands On: As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself.

Tests/Assessments: Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day.

Seating: Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.

New Jersey Student Learning Standards: Content Area

ELA.W.WR.11–12.5	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
ELA.SL.PE.11–12.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
ELA.SL.PE.11–12.1.A	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
ELA.SL.PE.11–12.1.C	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
ELA.SL.II.11–12.2	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
ELA.SL.ES.11–12.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
ELA.SL.PI.11–12.4	Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
ELA.SL.UM.11–12.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
ELA.SL.AS.11–12.6	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

Integration of Career Readiness, Life Literacies and Key Skills

TECH.9.4.12.IML.8	Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6,
-------------------	---

7.1.AL.IPRET.6).

TECH.9.4.12.IML.9

Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).

Integration of Computer Science and Design Thinking

TECH.K-12.P.5

Utilize critical thinking to make sense of problems and persevere in solving them.

TECH.K-12.P.8

Use technology to enhance productivity increase collaboration and communicate effectively.

Interdisciplinary Connections: NJSLs for ELA, Social Studies, Science and/or Math

SOC.9-12.1.4.2

Demonstrate effective presentation skills by presenting information in a clear, concise, and well-organized manner taking into consider appropriate use of language for task and audience.

21st Century Life and Career

CRP.K-12.CRP1

Act as a responsible and contributing citizen and employee.

CRP.K-12.CRP2

Apply appropriate academic and technical skills.

CRP.K-12.CRP3

Attend to personal health and financial well-being.

CRP.K-12.CRP4

Communicate clearly and effectively and with reason.

CRP.K-12.CRP5

Consider the environmental, social and economic impacts of decisions.

CRP.K-12.CRP6

Demonstrate creativity and innovation.

CRP.K-12.CRP7

Employ valid and reliable research strategies.

CRP.K-12.CRP8

Utilize critical thinking to make sense of problems and persevere in solving them.

CRP.K-12.CRP9

Model integrity, ethical leadership and effective management.

CRP.K-12.CRP11

Use technology to enhance productivity.

CRP.K-12.CRP12

Work productively in teams while using cultural global competence.

Integration of Diversity, Equity and Inclusion, Climate Change, Informational and Media Literacy

See Crosswalks

SEL Competencies

SEL.PK-12.2.2

Recognize the skills needed to establish and achieve personal and educational goals

SEL.PK-12.3.4

Demonstrate an awareness of the expectations for social interactions in a variety of

settings

SEL.PK-12.5.2

Utilize positive communication and social skills to interact effectively with others