

UNIT OF STUDY -8

Title: Presenting . . .	Subject/Course: English regular and AP	Length: 3 weeks
Topic: Multi-media presentation	Grade: 12	Designer: J. Powers
UNIT GOALS AND EXPECTATIONS		
<p>IMPORTANT CONCEPTS/UNDERSTANDINGS:</p> <ul style="list-style-type: none"> -Being able to present in a multi-media format is a necessary skill in today's job market. -Students will be required to make presentations both in college and in their careers. -Students should know the elements of a good presentation including rhetorical devices. -Students should be able to perform a good presentation. -Students should be able to critique and evaluate others' presentations. 	<p>ESSENTIAL QUESTIONS:</p> <ul style="list-style-type: none"> -What does "mult-media" mean? -What are rhetorical devices? -What are good listening skills, and how may I acquire them? -How do I critique and evaluate a presenter? -What are the speaker's organizational patterns? -Which organizational patterns are appropriate in diverse situations? -What are barriers to listening, and how can I pull them down? 	
<p>STUDENT LEARNING EXPECTATIONS:</p> <p>OV.1.12.2 Present a formal multi-media presentation that makes skillful use of rhetorical devices such as:</p> <ul style="list-style-type: none"> • repetition • rhetorical questions • verbal irony • exaggeration (hyperbole) • understatement (litotes) • chiasmus • anaphora <p>OV.2.12.1 - Demonstrate critical, empathetic, and reflective listening to interpret, respond to, and evaluate speakers' messages</p>	<p>OV.2.12.2 - Identify organizational patterns appropriate to diverse situations, such as interviews, debates, and conversations</p> <p>OV.2.12.3 Identify barriers to listening and generate methods to overcome them</p> <p>OV.2.12.4 Critique oral communications for clarity, faulty reasoning, relevance, organization of evidence, and effectiveness of delivery</p> <p>OV.2.12.5 Critique relationships among purpose, audience, and content of presentations</p>	
<p>SPECIFIC DECLARATIVE KNOWLEDGE – What I know</p> <ul style="list-style-type: none"> -The elements of a good multi-media presentation using rhetorical devices. -How to critique and evaluate others' presentations. 	<p>SPECIFIC PROCEDURAL KNOWLEDGE – What I will do</p> <ul style="list-style-type: none"> -Perform a multi-media presentation -Evaluate multi-media presentations 	
UNIT ASSESSMENTS (Include tasks related to Dimensions 3 and 4 and Bloom's Taxonomy)		
<ul style="list-style-type: none"> -Perform a multi-media presentation -Evaluate multi-media presentations 		
<p>Traditional Assessments:</p> <ul style="list-style-type: none"> -Quiz -Test 	<p>Other Evidence of Learning:</p> <ul style="list-style-type: none"> -presentations -teacher observation -evaluation forms -student notes 	
ACTIVITIES AND LEARNING EXPERIENCES		Resources
		Holt <i>Elements of Language</i>

<ul style="list-style-type: none"> -access prior knowledge – see if students can match the 6 terms above with their definitions. -Do 4-step vocab. on vocab. words; discuss examples; have students draw visualizations on board -Brainstorm self-selected topics they want to present; discuss in groups and as a class -Continue to write about presentation topic -Think-Pair-Share -Show PowerPoint “Creating a Multimedia Presentation” -Go to lab to work on presentations -Present -Evaluate others’ presentations 	<p>textbook</p> <p><i>Holt Elements of Language: Communications – Support and Practice for the Reading and Writing Workshops</i></p> <p><i>Elements of Literature</i> website – “Creating a Multimedia Presentation”</p> <p>Smartboard</p> <p>Computer lab</p>
Career Connections	
Public speaker, business person, anyone who will have to make a presentation as part of his or her job	