Title: Presenting . . .
Subject/Course: English regular and AP
Length: 3 weeks

| Topic: Multi-media presentation | Grade: 12 | Designer: J. Powers |

UNIT GOALS AND EXPECTATIONS

**IMPORTANT CONCEPTS/UNDERSTANDINGS:**
- 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.

**ESSENTIAL QUESTIONS:**
- What does “multi-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?

**STUDENT LEARNING EXPECTATIONS:**

**OV.1.12.2**
Present a formal multi-media presentation that makes skillful use of rhetorical devices such as:
- repetition
- rhetorical questions
- verbal irony
- exaggeration (hyperbole)
- understatement (litotes)
- chiasmus
- anaphora

OV.2.12.1 - Demonstrate critical, empathetic, and reflective listening to interpret, respond to, and evaluate speakers' messages

OV.2.12.2 - Identify organizational patterns appropriate to diverse situations, such as interviews, debates, and conversations

OV.2.12.3 - Identify barriers to listening and generate methods to overcome them

OV.2.12.4 - Critique oral communications for clarity, faulty reasoning, relevance, organization of evidence, and effectiveness of delivery

OV.2.12.5 - Critique relationships among purpose, audience, and content of presentations

**SPECIFIC DECLARATIVE KNOWLEDGE – What I know**
- The elements of a good multi-media presentation using rhetorical devices.
- How to critique and evaluate others' presentations.

**SPECIFIC PROCEDURAL KNOWLEDGE – What I will do**
- Perform a multi-media presentation
- Evaluate multi-media presentations

**UNIT ASSESSMENTS**
(Include tasks related to Dimensions 3 and 4 and Bloom's Taxonomy)
- Perform a multi-media presentation
- Evaluate multi-media presentations

**Traditional Assessments:**
- Quiz
- Test

**Other Evidence of Learning:**
- Presentations
- Teacher observation
- Evaluation forms
- Student notes

**ACTIVITIES AND LEARNING EXPERIENCES**

<table>
<thead>
<tr>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Holt <em>Elements of Language</em></td>
</tr>
<tr>
<td>Activity</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| Access prior knowledge – see if students can match the 6 terms above with their definitions. | textbook  
Holt Elements of Language: Communications – Support and Practice for the Reading and Writing Workshops |
| Do 4-step vocab. on vocab. words; discuss examples; have students draw visualizations on board |  
Elements of Literature website – “Creating a Multimedia Presentation' |
| Brainstorm self-selected topics they want to present; discuss in groups and as a class | Smartboard |
| Continue to write about presentation topic | Computer lab |
| Think-Pair-Share | |
| Show PowerPoint “Creating a Multimedia Presentation" | |
| Go to lab to work on presentations | |
| Present | |
| Evaluate others’ presentations | |

### Career Connections

Public speaker, business person, anyone who will have to make a presentation as part of his or her job