

| Pre-Assessment | | |
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| Code | <i>Pre-Assessment</i> | |
| | Students will discuss how each of them can use public speaking skills to make a positive difference in the school community. | |
| <p>A</p> <p>A</p> <p>T, M</p> <p>T, M</p> <p>T, M</p> <p>T, M</p> <p>A, T</p> <p>A, T, M</p> | <p>Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i></p> <p>Students will choose from a compilation of TED talks about “School Matters,” such as: Your Brain on Video Games, Why Lunch Ladies are Heroes, Inside the Mind of a Master Procrastinator, and more.</p> <p>The teacher will show examples of effective speeches about school related issues.</p> <p>Students will determine the main message of several speeches.</p> <p>Students will identify effective speaking techniques regarding the content, organization and delivery of ideas.</p> <p>Students will take the same topic from their satirical proposal, or choose a new one about a pressing school problem. They will research state and national data related to the problem. After gathering evidence, students will choose the best organization plan and begin drafting their speech.</p> <p>Collaborative groups will give peer feedback about developing the content of the speech.</p> <p>Teacher models do’s and don’ts in visual aids such as PowerPoint. Students take notes about the key rules: 1) simplicity; 2) speaking and facing the audience; 3) striking visuals and text.</p> <p>Students will choose a partner with whom to do a trial run of their presentation.</p> | <p>Progress Monitoring</p> <p>Teacher monitors students’ compilation of current school related problems through class discussion.</p> <p>The teacher reviews students’ outlines and/or drafts about their preliminary research.</p> <p>Teacher monitors student progress by circulating among partner or small groups discussions as they rehearse their presentation.</p> |