

Anoka-Hennepin Secondary Curriculum Unit Plan

Department:	ELA	Course:	Advanced English Language Arts 8	Unit 6 Title:	Speech/Presentation Skills	Grade Level(s):	8
Assessed Trimester:	Trimester 3	Pacing:	5 Weeks	Date Created:	6/2012	Last Revision Date:	6/16/2014

<p><b>Course Understandings:</b> <i>Students will understand that:</i></p> <p><b>Effective Research Involves:</b></p> <ul style="list-style-type: none"><li>Finding electronic and print resources to answer questions about a topic</li><li>Evaluating resources to uncover bias and credibility</li><li>Synthesizing information to create meaning from multiple perspectives</li><li>Using an accepted documentation style like APA to comply with academic expectations and to give proper credit to original sources</li></ul> <p><b>Effective Communicators:</b></p> <ul style="list-style-type: none"><li>Use oral presentation skills and incorporate audio and/or visual aids to inform a specific audience</li><li>Use active listening to gain information</li></ul>
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DESIRED RESULTS (Stage 1) - WHAT WE WANT STUDENT TO KNOW AND BE ABLE TO DO?

Established Goals	
<p><b>High Priority</b> – Students must know:</p> <ul style="list-style-type: none"><li><b>8.9.4.4:</b> Present claims and findings, respect intellectual properties, emphasize salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear</li></ul> <p><b>Medium Priority</b> – Students should know:</p> <ul style="list-style-type: none"><li><b>8.9.5.5:</b> Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</li></ul> <p><b>Low Priority</b> – It is nice for students to know:</p> <ul style="list-style-type: none"><li><b>8.9.6.6:</b> Adapt speech to a variety of contexts, audiences, tasks, and feedback from self and others, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 on page 73 for specific expectations.)</li></ul>	
Transfer	
<p><b>Students will be able to independently use their learning to: (product, high order reasoning)</b></p> <ul style="list-style-type: none"><li>Analyze the credibility of a speaker’s message and present information with appropriate speaking skills</li><li>Present claims/information that is relevant, focused, and well-supported in a speech.</li></ul>	
Meaning	
<p><b>Unit Understanding(s):</b></p> <p><b>Students will understand that:</b></p> <ul style="list-style-type: none"><li>A formal presentation should be clear and focused, delivered with acceptable technique, while respecting intellectual property</li><li>Integrating multi-media into a presentation can be done well and must be intentional</li></ul>	<p><b>Essential Question(s):</b></p> <p><b>Students will keep considering:</b></p> <ul style="list-style-type: none"><li>Is speaking more powerful than writing?</li><li>How can I get comfortable with my own voice?</li></ul>

Acquisition	
<b>Knowledge - Students will:</b> <ul style="list-style-type: none"><li></li></ul> <b>Reasoning - Students will:</b> <ul style="list-style-type: none"><li></li></ul>	<b>Skills - Students will:</b> <ul style="list-style-type: none"><li>Use appropriate speech techniques in presentation (i.e. eye contact, adequate volume and enunciation.)</li><li>Match the level of formality (delivery and language) to the audience in a presentation.</li></ul>
<b>Common Misunderstandings</b> <ul style="list-style-type: none"><li>I can speak the same way for any and all audiences</li><li>I can pick and choose when I want to listen</li></ul>	<b>Essential new vocabulary</b> <ul style="list-style-type: none"><li></li></ul>