

Unit Title: Introductory Speech

Grade Level: 11th and 12th

Subject Area: EL Academic Speaking

Duration/Length/Number of class periods: 2-3 weeks

Description: Integrating technology and Public Speaking Skills

Established Goals (National, State, Local):

Minnesota K-12 Academic Standards

-11.9.1.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues,

-11.9.4.4 While respecting intellectual property, present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks

-11.9.5.5 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

WIDA English Language Development Standards

-ELD-LA 9-12 Inform Expressive Construct informational texts in language arts that

- Introduce and define topic and/or entity for audience
- Establish an objective or neutral stance
- Add precision, details, and clarity about complex attributes, qualities, characteristics, activities, and conceptual relationships

What Enduring Understandings are desired?

Students will understand that:

- Communication is the exchange and receiving messages through verbal and nonverbal
- To be an effective public speaker, one must use body language, volume, diction and eye contact
- The use of nonverbal language can be used as a tool to deliver and interpret a speaker's message
- Feedback is an essential component of improvement of the quality of a speaker's thoughts and ideas.
- The examples of well-known public speakers can be analyzed to better their skill.
- Constructive criticism is to help students develop their speaking skills and to build respect and rapport among students and teacher
- Having background knowledge of the audiences provides the speaker with awareness of how to conduct their speech.
- There are strategies that help overcome state fright so that they feel comfortable and effective

What [Essential Questions](#) will be considered?

- What is the purpose of public speaking?
- Why do people dislike public speaking?
- Why is it important to know strategies to overcome stage fright?
- What are the elements of an effective group discussion?
- How can group discussions be an important tool for problem solving?
- Why is it important to give and receive critical feedback from peers and teacher?

Students will know / be able to:

- ★ Understand the use of verbal and nonverbal communication
- ★ use delivery skills, such as eye contact, controlled and proper volume and body language to effectively deliver their message.
- ★ Evaluate public speakers with classroom rubric
- ★ Apply constructive criticism in evaluating their peers
- ★ Deliver a short and planned/practiced presentation incorporating the use of technology

Description	Formative	Summative Units must include at least one of each formative, summative, introductory activity and learning activity. Check the appropriate box; one per row.	Introductory Activity	Learning Activity	Student Technology Used	Teacher Technology Used	ISTE Standards
Day 1: Students will start with a small group discussion on the first 3 Essential Questions. Students will share their group's answer through the use of <i>JamBoard</i> . Introduction of Presentation Rubric (see below in Appendix)			X	X	X	X	7a
Day 2: Students will evaluate well-known public speakers by using Presentation Rubric and comparing their evaluation with their partner	X						3b
Day 3-8: Practice delivery skills, such as body language, volume, diction, and eye contact. Students will also comprehend the use of verbal and nonverbal use.				X			4b
Day 9-10: Students work through writing a short get to know me speech with the use of teacher guidance on Google Docs (see below in Appendix)		X			X		
Day 11: Students will present draft to a small group and their peers will evaluate presenter and give feedback	X	X		X	X		7a, 1c
Day 12: Students will present a draft a second time to another small group and their peers will evaluate the presenter and give feedback. Presenter will then reflect on their feedback from their peers with the use of Google Form (see below in Appendix)	X	X			X		7a, 1c

Day 15: Students will conduct their first presentation in front of the whole class. Peers will evaluate the presenter using rubric. Presenter will complete a self-reflection	X				X		6d
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Materials, tools and resources:

Materials:

- Presentation Rubric (Look at below 1a Appendix)
- Get to know me worksheet (Look at below 2b Appendix)
- Self-Reflection (Look at below 3c Appendix)

Tools:

Chromebook
Jamboard
Google Doc
Google Form
Youtube
Powerpoint?

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Additional credit given to: *Credit to ESLPrintable.com and *Credit to Tim's Printables

Appendix

1a: Presentation Rubric

Oral Presentation Rubric		
Name of the Presenter:		
Date:		
Category:	Details:	Markings:
Time Limit	The presentation should not last too short or too long	☆☆☆☆☆
Content	The presentation should cover all questions asked or show clear understanding of the topic	☆☆☆☆☆

Organization	The ideas of the presentation should be logical and follow a smooth flow with clear transitions	☆☆☆☆☆
Voice	Voice level 3 for class presentation. Everyone in the class can hear	☆☆☆☆☆
Pronunciation	Clear pronunciation with appropriate intonation, word stress, and sentence stress	☆☆☆☆☆
Creativity	The presentation has creative ideas	☆☆☆☆☆
Gesture/ eye contact/ body language	Flexible body language and good eye contact with everyone	☆☆☆☆☆
*Question/Answer (When needed)	The presenter can answer the questions raised by listeners	☆☆☆☆☆
*Powerpoint/artifact use (When needed)	The presenter effectively used PPT or artifact to enhance their presentation	☆☆☆☆☆
Overall score without last two category		/35 stars
Overall score with ALL category		/45 stars
Feedback/Comments		

*Credit to ESLPrintable.com

2b: Get to know me worksheet

Get to Know Me Questions

Directions: Answer the questions to the best of your ability. Write your answer in a complete sentence. For example: My favorite color is blue.

1. Where were you born?
a.
2. How old are you?
a.
3. When is your birthday?
a.
4. What is your favorite color?
a.
5. What other languages do you speak other than English?
a.
6. What is your favorite ice cream flavor?
a.
7. What do you want to be when you grow up?
a.
8. Do you have any siblings? if so, how many?
a.
9. Do you have pets? If so, what kind? or if you don't, what pet do you wish you had?
a.
10. What do you like to do in your free time?
a.
11. What is your favorite subject in school?
a.
12. What is your favorite movie or show?
a.
13. Where would you like to travel?
a.
14. What is your favorite food?
a.
15. What can you cook? Can you cook??
a.
16. What do you prefer: a storm or bizarre weather?
a.
17. What are 3 qualities that a best friend should have?
a.
18. Would you rather be a book writer or a movie star?

a.
19. What type of music would you like?

a.
20. What is your goal that you want to achieve before you graduate high school?
a.

**Credit to Tim's Printables*

3c: Self Reflection Questions:

Self-Reflection

Directions: Answer the following questions **honestly**. These questions are to help you improve your presentation skills

1. What went well in your presentation?
a.
2. What caused you to stress before your presentation?
a.
3. How did you feel after your presentation?
a.
4. What are you looking forward to in your next presentation?
a.
5. What area(s) do you want to improve on?
a.
6. What grade would you give yourself? (A being the best and F being the worst)
a.