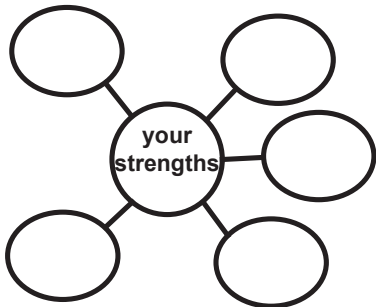
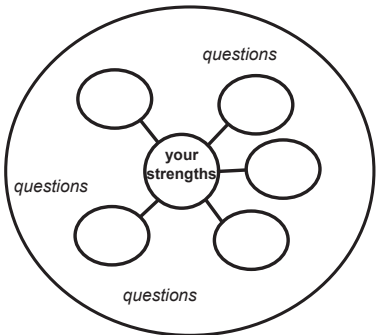




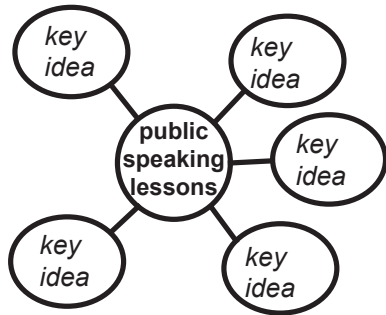


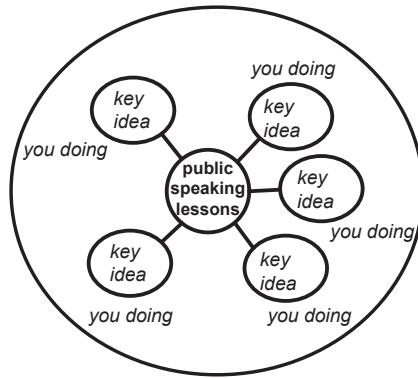
<p><b>Subject:</b> Language Arts  <b>Grade:</b> 9<sup>th</sup> Grade  <b>Standard:</b> CCLA - Standard: 1. Oral Expression and Listening  <b>Unit of Study Description:</b> Speaking So People Listen to You  <b>Number of days:</b> 3  <b>Owner:</b> Robert Seth Price</p>	
<p><b>STARTING AND ENDING POINTS</b></p>	
<p><b>Defining Excellence</b></p>	<p>By completing this unit you will learn to deliver organized and effective oral presentations for diverse audiences and varied purposes using language appropriate for your purpose and your audience. You will use digital media as a learning tool and to enhance your presentations.</p>
<p><b>Activities</b></p>	<p><b>Starting Point:</b>  1. On a blank paper, write (or map out) your strengths you believe you have when giving a public speak in front of a class or group of people.</p> <p style="text-align: center;">1.</p>  <p style="text-align: center;">2.</p>  <p>2. On the same paper, write (outside the strengths on a map) questions in the frame analysis oval you have on areas of speaking you'd like to improve.</p> <p><b>Ending Point:</b>  Today you will be discovering how you can be prepared with public speaking in an area that effectively is in your own personal agenda. Read through the Learning Objectives box below, determine if you completely understand the objective, and plan how you are going to accomplish the learning for this unit and apply it to all disciplines for when you are sharing collaboratively, and speaking publicly.</p>
<p><b>Learning Objectives</b></p>	<p>CCLA - Standard: 1. Oral Expression and Listening  Deliver organized and effective oral presentations for diverse audiences and varied purposes using language appropriate for your purpose and your audience.</p> <p><b>Standards:</b></p> <ul style="list-style-type: none"> <li>• Colorado HS Language Arts Standard 1: Oral Expression and Listening Speech: CCSS: SL.9-10.6 • Digital Media: CCSS: SL.9-10.5</li> <li>• Evidence Outcomes: You the student creates and presents a presentation on what makes a quality presentation using video media.</li> </ul>

	<ul style="list-style-type: none"> <li>• 21st Century Skills:             <ul style="list-style-type: none"> <li>○ Inquiry: How can digital media be used for preparation with oral presentations?</li> <li>○ Relevance/Application: How can electronic presentation tools be used to enhance oral presentations?</li> <li>○ Nature of Discipline: How do skilled presenters effectively use nonverbal techniques (e.g. hand gestures)?</li> </ul> </li> </ul>
RESEARCH	
<b>Resources</b>	<p>Your resources</p> <ol style="list-style-type: none"> <li>1. A mobile phone to take video or digital camera that takes video</li> <li>2. Composition or writing book.</li> <li>3. Watch this short video clip on 9 Public-Speaking Lessons From The World's Greatest TED Talks by Carmine Gallo:              <a href="http://www.forbes.com/sites/carminegallo/2014/03/04/9-public-speaking-lessons-from-the-worlds-greatest-ted-talks/#2d4e0e3112ea">http://www.forbes.com/sites/carminegallo/2014/03/04/9-public-speaking-lessons-from-the-worlds-greatest-ted-talks/#2d4e0e3112ea</a> </li> <li>4. Watch this TEDx video clip with presentation expert Nancy Duarte shares practical lessons on how to make a powerful call-to-action presentation:              <a href="https://www.ted.com/talks/nancy_duarte_the_secret_structure_of_great_talks">https://www.ted.com/talks/nancy_duarte_the_secret_structure_of_great_talks</a> </li> <li>5. Go to <a href="http://www.ted.com">www.ted.com</a> and do a search for a video clip(s) on public speaking and/or similar search for presentation experts.</li> </ol> <div style="text-align: right;">    </div>
<b>Activities</b>	<p>Activity 1: After watching the video clip <i>9 Public-Speaking Lessons</i> (resources #2) 2 or 3 times, try creating your own short video clip modeling what you just watched:</p> <ol style="list-style-type: none"> <li>1. Watch the video clip and use a brainstorm map (like in figure 1. below) for the important ideas you learned from the speaking lessons video;</li> <li>2. Watch the video clip a second time, and write or draw outside each key idea in the frame analysis oval (like in figure 2. below) how you would yourself would model this;</li> <li>3. Watch the video clip a third time, and then practice several of the 'lessons' you have written on your brainstorm map;</li> <li>4. Watch the video a fourth time. Now using the ideas on your brainstorm map, video record yourself doing your own speaking lessons. Watch your video. After watching your video of yourself a second time, critique your own video.</li> <li>5. Go to the <i>9 Public-Speaking Lessons</i> weblines (resource #2) and read the article accompanying the video clip you watched by Carmine Gallo. After reading the article, respond to the Organizational Grid below (figure 3. below)</li> </ol> <div style="text-align: right;">  </div>

1.





2.





3. Organizational Grid

	Where?	When?	Examples	Relat (from perso exper
Why is speaking with effectively verbally and non-verbally important?				
How will you best improve your speaking abilities?				
Why is listening important to improve your speaking abilities?				

	<p>Activity 2: Watch the video clip of presentation expert Nancy Duarte. Using a brainstorm map (like in figure 1. above) take brief notes of key ideas while watching. Then after watching the video, using your notes and what you remember, respond to the following questions with written responses in your writing journal (use a composition book, three ring binder, or notebook). Please label your entry with a title, reference to this unit of study, and today's date.</p>   <ul style="list-style-type: none"> <li>• What does Ms. Duarte mean by the power of story?</li> <li>• What is the importance of story to you?</li> <li>• What are your stories? How do your stories connect to your ideas and things that are important to you?</li> <li>• Why is a structure to the presentation important? Who is it important for?</li> </ul> <p>Go to <a href="http://www.ted.com">www.ted.com</a> and do a search for a video clip(s) on public speaking and/or similar search for presentation experts. Watch the video clip. What new ideas did you learn about speaking and presentations? How will you use these ideas?</p>
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**SKILL DEVELOPMENT**

<b>Activities</b>	<p>Activity 1: Brainstorm ideas on the important parts of a quality presentation (review ideas from the video clips you watched). Create a storyboard (sequence map) on the important steps to creating and giving a quality presentation. It will be the number of steps you need (can be 3 or more).</p> <div style="text-align: center;">  </div> <p>Activity 2: Decide on a 'problem' important personally to you (e.g. girls equality in sports, or any other problem that occurs to you. Next storyboard (sequence map) a short presentation about a 'story' about the problem and solution you are suggesting, practice your presentation, record your presentation on video and then watch the video with another person. You both will use a brainstorm map to record observations. Then add questions in the Frame Analysis Oval.</p>  <p>Activity 3: Lead another student, or an educator, through the same process you just learned helping them create a video on a problem they are interested in finding a solution for.</p>
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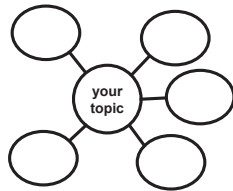
**RELATION**

<b>Activities</b>	<p>Choose between Activities 1 or 2. Also complete a Reflection (see directions below after Activities 1 &amp; 2) after doing one of the activities. For both activities first storyboard (make a sequence map) of your speaking video, then make the video.</p> <p>Activity 1: Create a 2-4 minute video on a topic that you have a personal interest with (e.g. climate change, personal beliefs) that you are trying to be persuasive while using what you have learned from this unit in regards to public speaking. You will share the video with your educator.</p>
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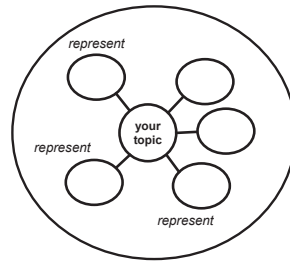
1. pick a topic that you have a personal interest in
2. brainstorm with a visual map key ideas on the topic (figure 1)
3. for each key idea, add how you will represent the idea in your video in the frame analysis oval (figure 2)
4. sequence map (storyboard) the video (figure 3)
5. film the video



1.



2.



3.



Activity 2: Create a 2-4 minute video using your quality presentation skills on how to create and deliver a quality presentation.



1. brainstorm with a visual map key ideas on a quality presentation
2. for each key idea, add how you will represent the idea in your video
3. sequence map (storyboard) the video
4. film the video

Reflections: In your composition writing book visual map and/or write responses to the following guiding questions:

- What were the most important discoveries with this unit?
- How will you apply these discoveries to your formal speaking presentations in public?
- How will you apply these discoveries with informal speaking?



## Unit of Study Criterion Checklist

Adapted for CO Implementation

Subject/Area: Unit #: Revised by:	Excellent	Revision Required
<b>STAGE 1: Starting/Ending Points</b>		
<b>Defining Excellence</b> field is aligned with the Learning Objectives, paraphrased in the most explicit and clear way, within reach for the Student		
<b>Starting Point</b> includes questions/activities that access student's prior knowledge, hooks his/her attention and will later relate to the overall objective		
<b>Ending Point</b> indicates the goal and focus of the unit of study and asks student what he/she wishes to gain from the learning objective		
<b>Learning Objectives</b> align with CO standards: Evidence Outcomes and 21 <sup>st</sup> Century Skills		
<b>STAGE 2: Research</b>		
Includes beyond the minimum resources required		
Includes a variety of material forms (videos, articles, slide presentations, etc.)		
Requires the student to produce his/her own tools to organize the information (rather than copy-paste material)		
<b>STAGE 3: Skill Development</b>		
Includes at least one activity to develop each element of the unit's objective(s).		
Students are provided choices within the required activity work		
Includes activities that promote higher order thinking via 1) analysis, 2) connection/application between objectives (synthesis), 3) open ended questioning and 4) creative (multisensory) tasks		
<b>STAGE 4: Relating</b>		
Includes activities/questions that relate the content learned with student's life		
Includes activities/questions that relate with previous unit of study objectives		
<b>OVERALL UNIT OF STUDY DESIGN</b>		
<b>The title</b> of this unit of study uses key words from the learning objectives		
<b>The grade-level and Subject-Area</b> are identical to those indicated in units of study that coincide with this one		
<b>The overall workload</b> is manageable within the goal completion date stated		
<b>Wording</b> is student-friendly; avoids complexities that could cause confusion		
<b>Formatting</b> is neat; and text within the 4 stages clearly outlines task directions and is chunked appropriately based on task		
<b>Task directions</b> state exactly what materials to use & how to access them		
<b>Guidelines</b> are provided for certain activities to indicate itemized expectations for work production		

The Organizational Grid  
A Thinking Framework

	<b>Where?</b>	<b>When?</b>	<b>Examples</b>	<b>Relating (from personal experiences)</b>
Why is speaking with effectively verbally and non-verbally important?				
How will you best improve your speaking abilities?				
Why is listening important to improve your speaking abilities?				