# UED 490 Advanced Teaching Methods

**Assignment #5: Instructional Unit (30%)**

**Due:** Week 8

**Description:** Design a unit of instruction that includes classifying and sequencing learning goals and objectives, appropriate evaluation and assessment activities, and appropriate instructional activities to enhance student achievement. Also, integrate mathematical strategies that assist students with activating prior knowledge, making connections, and increasing mastery of content subject matter. Evaluate and explain how this unit will impact student learning.

**Checklist:**

* Introduction: Title, Grade, Subject, Duration, Rationale: how this unit will impact student learning
* Essential Question: 1 question that students will focus on and revisit over the course of the unit.
* Learning Goal(s): 2-3 goals that will determine whether or not students mastered the unit.
* Unit Assessment: 8-10 questions per learning goal. This assessment will indicate whether or not students mastered their learning goals.
* Unit Assessment: Create a Performance Task for how students can demonstrate mastery of their learning goals.
* Daily Content Goals and Assessments: For each daily lesson, at least 1 learning goal should be created. The number of daily lesson plans should equal the duration of the unit.
* Reading Strategies: Address which reading strategies will be used to help students interact with or deepen their understanding of new knowledge.
* Engaging Strategies: Develop 2 strategies for engaging students; 1 must be a technology strategy.
* Differentiating Instruction: Develop a plan to differentiate instruction (content, process and/or product) to help students with special needs; students that need a challenge; and support for all learners (learning styles)
* Create a Daily Lesson Plan for Day 1, introducing content.

**General Guidelines: Use the Template Provided to complete the Instructional Unit.**

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| **I. a. Title of Unit** | To Public Speak or Not to Public Speak (VA SOL 8.2a & 8.2c) |
| 1. **Grade** | 8th |
| 1. **Subject** | English Communication |
| 1. **Duration of Unit** | 5 days |
| 1. **Rationale** | This unit teaches students how to choose an appropriate topic and purpose for their audience, to use effective verbal and nonverbal presentation skills, and to apply what they have learned to build confidence when public speaking. |
| **II. Essential Question**  What 1 question or problem focuses the unit? | * How can we communicate effectively and confidently to the appropriate audience when public speaking? |
| III. **Learning Goals/Objectives**  (2-3 using Bloom’s Taxonomy) | 2.0: Understand how to choose topic and purpose appropriate to the audience.  3.0: Use appropriate verbal and nonverbal presentation skills.  4.0: Apply the tools they have learned to approach public speaking with confidence. |
| IV. **Unit Assessment**  8-10 questions per learning goal | Title: To Public Speak or Not to Public Speak Test  See Appendix A |
| V. **Unit Performance Task**  How will students demonstrate mastery? | Title: Class Rule Commercial  See Appendix B |
| VI. **Daily Goals and Assessments** | See Appendix C |
| VII. **Reading Strategies**  What reading strategies will be used to help students interact with or deepen understanding of new knowledge? | 1. 1-minute writing reflections: Read a letter from my former student explaining why they love high school. Write and reflect for 1 minute on why you are excited for high school. Prepare to share with a partner (to practice speaking in front of someone else).  2. Make an Inference Charades: In a group of 3-4, students will act out a mini scene they come up with (without talking) and their group members must make an inference on how the character feels because of the events that take place in the mini scene. |
| VIII. **Engaging Strategies**  How will you engage students in the learning process? | 1. Class Rule Commercial GRASPS: Create a “60-second commercial” (that you will deliver to the class as a brief presentation) convincing Mrs. Hayes to change a class rule.  2. Topic, Purpose, & Audience Kahoot Mini Review: Students will play a game of Kahoot to compete to see who remembers what we learned about topic, purpose, and audience and who can apply what we have learned. (Technology Strategy) |
| IX. **Differentiating Instruction** | 1. Special Needs/Struggling Learners: Students can choose which rule they incorporate into their 60-second commercial. Struggling learners will have the ability to go with the special education teacher to take their exams in another room, can have extra time for the exam, and will be paired with stronger learners during any group activities. 2. Challenging (Advanced) Learners: Students must complete the exam during the allotted class time. More advanced learners are given more challenging topics to choose from for their 60-second commercials. 3. Supporting all Learners: The lecture style will be beneficial for visual and auditory learners. The 60-second commercial will be fun for kinesthetic learners because they get to play a role and act out a commercial while incorporating nonverbal cues, or body language. Intrapersonal learners will appreciate the opportunities to work alone on exams and the presentation while interpersonal learners will enjoy working together to go over the exams or complete other partner work. |
| V. **Daily Lesson Plan**  Day 1 | See Appendix D |

**Appendix A**

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_ Period: \_\_\_\_\_\_\_\_

**To Public Speak or Not to Public Speak Test**

Directions: Read each of the following questions and answer them to the best of your ability.

PART I: Topic, Purpose, & Audience

1. Multiple Choice. Scenario: You are giving a speech to the administration at Brandon Middle School trying to persuade them of something. Which of the following would be an appropriate topic for your audience?
   1. Changing the legal voting age
   2. Changing the drinking age
   3. Changing the school’s phone policy
   4. Changing the school’s location
2. Multiple Choice. Writing Prompt: Give a speech illustrating the rising issue of obesity amongst teens to Brandon Middle School’s PTA.

What is the purpose appropriate for the audience?

* 1. To inform
  2. To persuade
  3. To entertain
  4. To explain

1. Short Answer. What is one of the MOST effective ways to learn about your audience prior to giving a speech?

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1. Matching. Match the following terms with their correct definitions.

\_\_\_\_ topic a. The intent of the writing to inform or teach someone about something, to entertain people, or to persuade or convince the audience to do or not do something

\_\_\_\_ purpose b. The intended readers of a particular piece of writing

\_\_\_\_ audience c. The subject the writer chooses to address in their writing.

1. Short Answer. What is the topic, purpose, and audience of this writing prompt?

Write a letter to Principal Ramirez that convinces him to change a school rule or policy.

Topic: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Purpose: to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Audience: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Multiple Choice. Which of the following would be the BEST topic and purpose for your mom (audience)?
   1. To explain the effects of global warming on health
   2. To inform her of the leaking pipe in your bathroom
   3. To persuade her to change the legal voting age
   4. To convince her to change your school’s phone policy
2. Matching. Match the following topics with their correct audiences.

\_\_\_\_\_ Salem students a. how to cure cancer

\_\_\_\_\_ job interviewer b. the importance of joining the Salem High School debate team

\_\_\_\_\_ medical oncologist c. why you would make a good employee

1. Matching. Match the following purposes with their correct definitions.

\_\_\_\_\_ to inform a. author uses a lot of details or senses

\_\_\_\_\_ to explain b. how-to

\_\_\_\_\_ to describe c. author wants you to learn information from them

PART II: Verbal & Nonverbal Presentation Skills

1. Fill in the Blank. Effective verbal presentation skills involve: effective \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
2. Short Answer. Give at least 3 examples of effective nonverbal communication while GIVING a speech.

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1. Short Answer. Give at least 3 examples of effective nonverbal communication while LISTENING to a speech.

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1. Multiple Choice. Communicating ideas and emotions nonverbally by changing your face is…
   1. Vocal variety
   2. Facial expressions
   3. Gestures
   4. Eye contact
2. Multiple Choice. Moving your body parts, usually arms, hands, and legs, as a means of expression is…
   1. Vocal variety
   2. Facial expressions
   3. Gestures
   4. Eye contact
3. Multiple Choice. When you change the inflections of how you talk is…
   1. Vocal variety
   2. Facial expressions
   3. Gestures
   4. Eye contact
4. Multiple Choice. Finding someone in the audience to lock eyes with and continuing to find those people is a part of…
   1. Vocal variety
   2. Facial expressions
   3. Gestures
   4. Eye contact
5. Short Answer. Why is it important to have effective nonverbal communication when LISTENING to a presentation?

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1. Short Answer. Why is it important to have effective nonverbal communication when GIVING a presentation?

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PART III: Approaching Public Speaking with Confidence

1. Short Answer. Based on the video we watched in class, “Public Speaking with Social Anxiety”, what does Dr. Russ Morfitt recommend we consider when public speaking?

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1. Multiple Choice. How can you increase your confidence with public speaking?
   1. Worry about how you look and sound
   2. Stare above the audience’s heads
   3. Only public speak when you have to
   4. Try to practice public speaking as often as possible
2. Short Answer. Can a shy person become a confident public speaker? Why or why not?

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1. Multiple Choice. When dealing with public speaking anxiety, the goal for the speaker should be to…
   1. Get rid of it
   2. Increase it to help increase performance
   3. Manage and understand it
   4. Share it with the audience to engage their sympathy
2. Multiple Choice. All of the following are common reasons that people experience public speaking anxiety EXCEPT:
   1. Fear of humiliation
   2. Fear of people
   3. Worry about their appearance
   4. Concern about not being prepared
3. Short Answer. Should a nervous public speaker focus on managing his or her speech anxiety or eliminating it? Why?

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1. Circle All that Apply. Which of the following are common physiological responses to nervousness?
   1. Increased heart rate
   2. Blushing
   3. Sweating
   4. Nausea
   5. Dry mouth
2. Fill in the Blank. Mark Twain once said, “There are only two types of speakers in the world:

the \_\_\_\_\_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_.

1. Overcoming public speaking anxiety and becoming a more confident speaker takes

\_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_\_\_\_, and \_\_\_\_\_\_\_\_\_\_\_\_\_.

**Answer Key**

PART I

1. C
2. D
3. Researching your audience
4. A. purpose; B. audience; C. topic
5. Topic: the school rule or policy; Purpose: to persuade; Audience: Principal Ramirez
6. B
7. A. medical oncologist; B. Salem students; C. job interviewer
8. A. describe; B. explain; C. inform

PART II

1. Speaking and listening
2. Gestures and movement, eye contact, facial expressions, tone of voice, appearance, nodding in nonverbal agreement
3. Eye contact, posture, nodding in nonverbal communication, taking notes, asking questions at the end, avoiding distractions, facial expressions
4. B
5. C
6. A
7. D
8. Respects the speaker; communicates interest in what they have to say; you would want that same respect; helps speaker feel more confident
9. Shows passion for subject; engages audience; helps you feel more confident; connects you with the audience

PART III

1. Consider those things I might ordinarily do to make myself feel comfortable and not do them (over-prepare, over-polish, looking above their heads, rushing)
2. D
3. Yes; with practice and preparation, anyone can become a good, confident public speaker
4. C
5. B
6. Managing his or her speech anxiety; because it is inevitable that you will have to public speak, but it is possible to manage your anxiety rather than eliminate it
7. A, B, C, D, E
8. Nervous; liars
9. Time; patience; practice

**Appendix B**

**Class Rule Commercial G.R.A.S.P.S.**

**GOAL:** Your goal is to create a “60-second commercial” (that you will deliver to the class as a brief presentation) convincing Mrs. Hayes to change a class rule.

**ROLE:** You are the student leader of Mrs. Hayes’s 8th grade English class speaking on behalf of all of Mrs. Hayes’s classes.

**AUDIENCE:** Your audience is your teacher, Mrs. Hayes.

**SITUATION:** You need to write a brief speech that persuades me to change a class rule. You will need to include the rule, evidence as to why I should change the rule, incorporate nonverbal cues into your presentation, and incorporate nonverbal cues into your listening while your peers are presenting. To accomplish this, you must include an introduction, body paragraphs (at least 3), and a conclusion with a call to action (calling me to make a change). Consider the topic, purpose, and audience, and make sure to make this clear during your “commercial”.

**PRODUCT/PERFORMANCE & PURPOSE:** You need to write a 60-second commercial, keeping it between 500-800 words that incorporates an introduction, body paragraphs with supporting details and evidence, and a conclusion with a call to action. You must display good use of body language as both a speaker and a listener for this presentation.

**STANDARDS & CRITERIA FOR SUCCESS:** Your 60-second commercial should include at least 5 paragraphs approximately 500-800 words in length total, at least 3 supporting details, a call to action, and nonverbal communication as a speaker and as a listener. This must be presented as the student leader of Mrs. Hayes class. It must be clear who your audience is, what your topic is, and what your purpose is. Your speech should be concise and clear; should use proper punctuation, capitalization, and grammar; and should avoid repetition.

**Appendix C**

Daily Content Goals and Assessments (for additional days, copy and paste below)

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|  | **Day 1** | **Day 2** | **Day 3** |
| **Lesson Plan Title** | Introduction to Public Speaking Unit: Quality Public Speaking Lesson | Topic, Purpose, & Audience | What You’re Saying When You Say Nothing at All |
| **Learning Goal** | 2.0: Understand how to choose topic and purpose appropriate to the audience.  3.0: Use appropriate verbal and nonverbal presentation skills.  4.0: Apply the tools they have learned to approach public speaking with confidence. | 2.0: Define topic, purpose, and audience.  3.0: Understand how to choose topic and purpose appropriate to the audience. | 2.0: Define verbal and nonverbal presentation skills.  3.0: Use appropriate verbal and nonverbal presentation skills. |
| **Formative Assessment** | Quality Public Speaking Quiz | Topic, Purpose, & Audience Kahoot Mini Review: Students will play a game of Kahoot to compete to see who remembers what we learned about topic, purpose, and audience and who can apply what we have learned. | Make an Inference Charades: In a group of 3-4, students will act out a mini scene they come up with (without talking) and their group members must make an inference on how the character feels because of the events that take place in the mini scene. |

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|  | **Day 4** | **Day 5** |
| **Lesson Plan Title** | Public Speaking Anxiety | Summing it All Up |
| **Learning Goal** | 2.0: Recognize their own public speaking anxiety.  3.0: Understand how to deal with public speaking anxiety.  4.0: Apply the tools they have learned to approach public speaking with confidence. | 2.0: Understand how to choose topic and purpose appropriate to the audience.  3.0: Use appropriate verbal and nonverbal presentation skills.  4.0: Apply the tools they have learned to approach public speaking with confidence. |
| **Formative/Summative Assessment** | Formative: 1-minute writing reflections – Read a letter from my former student explaining why they love high school. Write and reflect for 1 minute on why you are excited for high school. Prepare to share with a partner (to practice speaking in front of someone else). | Summative: To Public Speak or Not to Public Speak Test  Summative: Class Rule Commercial GRASPS presentations |

**Appendix D**

Daily Lesson Plan (Day 1)

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| **Introduction**   |  |  | | --- | --- | | **Title of Lesson:** | Quality Public Speaking | | **Subject:** | English Communication | | **Date:** | 12/7/2020 | | **Essential Question/**  **Big Idea** | * How can we effectively communicate through verbal and nonverbal communication during presentations as an individual or a group? | | **SOL(s)** | VA SOL 8.2 English Communication: The student will develop and deliver oral presentations in groups and individually.  a) Choose topic and purpose appropriate to the audience.  c) Use appropriate verbal and nonverbal presentation skills. | | **Learning Goal:** | 2.0: Understand how to choose topic and purpose appropriate to the audience.  3.0: Use appropriate verbal and nonverbal presentation skills.  4.0: Apply the tools they have learned to approach public speaking with confidence. | | |
| **Anticipatory Set:**  Activates Prior Knowledge | The teacher will (TTW) have students complete a bellringer journal entry.  Prompt: What are the feelings and thoughts you have when you hear the phrase “public speaking”? Write 1-2 paragraphs in your journal about your experience with public speaking and be prepared to share.  *“Mark Twain once said, ‘There are only two types of speakers in the world: the nervous and liars.’ Personally, I am terrified of public speaking, and it sounds like you guys have some anxiety about it as well. My hope is by the end of this lesson we can reduce some of that anxiety by helping you build the knowledge and tools you need to confidently deliver a speech.”* |
| **Direct Instruction:**  Links to unit  Incorporates higher-level thinking | VIDEO  Video - <https://www.youtube.com/watch?v=Z8Y69wANUKY&ab_channel=LearntoLiveCognitiveBehavioralTherapy>  Whether you consider yourself someone who struggles with social anxiety or not, this video is a great tool for you to learn how to avoid a common public speaking pitfall. While watching, write down the one thing Dr. Russ Morfitt says to consider when public speaking.  Play video.  What is the one thing Dr. Russ Morfitt says to consider? Consider those things I might ordinarily do to make myself feel comfortable and not do them (over-prepare, over-polish, looking above their heads, rushing).  Preparation is key, but you don’t want to overprepare or overpolish for your presentations. Not only this, but avoiding eye contact prevents you from making eye contact with those in the audience who may smile back and engage with you to make you feel more comfortable.  LECTURE - powerpoint   * 3 rhetorical appeals we need to know what they are and how to incorporate them into our speeches * Ethos - a writer or speaker’s credibility or trustworthiness (i.e. a real doctor has more credibility speaking on health than a TV doctor) * Logos - uses data and logic to support a claim (i.e. statistics, tables, graphs) * Pathos - focuses attention on the values and beliefs of an audience (i.e. You should adopt a puppy at the ASPCA today because everyone deserves to have a home.) * “*Don’t worry. We will discuss these more in a later lesson.”* * 7 steps to pick a perfect speech topic:   + Step 1: Identify the nature of the speaking event & purpose behind it     - Purpose to inform (author wants you to learn information from them), persuade, explain (how-to), describe (author uses a lot of details or senses), or entertain   + Step 2: Know your audience - research your audience   + Step 3: Think of your personal interests, knowledge, & experiences   + Step 4: Identify relevant news - want a relevant topic   + Step 5: brainstorm all possible ideas   + Step 6: make a short list of possible topics   + Step 7: make a decision and commit to it * Speaking of research, when you are looking for resources for your evidence, search for websites that have .edu, .gov, peer-reviewed scholarly journals that cite outside sources, and look for your best sources at the school library and on the library database. * AVOID .com, wikipedia, personal blogs, and things like the school newspaper unless they are relevant and credible. |
| **Guided Practice:**  Engages students in the learning process | Verbal & Nonverbal Communication  Effective verbal presentation skills involve: Effective speaking (the words you choose, how you say them, and how you reinforce them with other non-verbal communication) and listening (active listening)  Nonverbal communication is important as a speaker & a listener  Nonverbal communication is the signals or signs you send without words, or your body language while giving a speech or listening to a speech  ACTIVITY   * Which of the following is a positive way to communicate nonverbally while giving a speech or presentation? (correct answers underlined)   + Gestures and movement & nodding in nonverbal agreement vs standing stiffly   + eye contact vs staring at the back wall over people’s heads   + Resting face vs smiling with eyes and mouth (facial expressions)   + Yelling or whispering vs speaking loudly and clearly with passion for the topic (tone of voice)   + Wearing sweatpants vs dressing professionally (appearance shows care for topic) * Listening to a speech or presentation? (correct answers underlined)   + Head down on desk or staring at floor vs eye contact   + Slouching and arms crossed vs sitting up straight and alert (posture)   + nodding in nonverbal communication vs blank stare   + taking notes and avoiding distractions vs playing on phone or doing homework for another class   + Raising hand to ask questions at the end vs staring at the speaker and not participating in discussion   + Smiling (facial expressions) vs glaring or frowning at speaker |
| **Independent Practice:**  Allows students to practice with new knowledge | Students will take a 10-question unit quiz to test their understanding of the 10-questions assessed.  Students will have the reminder of class time to complete it after I go over the review below.  If students do not have time to complete their formative assessment, then they will complete it for homework and bring it to the following class. However, students should have time to complete it in class.  Next class, students will work with a partner to grade each other’s quizzes. If the students have a different answer for a question, they must justify their answer. If they still cannot come up with the correct answer, they can ask for assistance.  After, we will finish this independent practice by grading the quizzes together, so we can re-address any areas we feel like we may need to focus more on as a class. |
| **Formative Assessment:**  Assesses mastery of daily learning goal | 10-question unit quiz (description above)  10 concepts discussed:   * The three appeals of persuasive writing: ethos, logos, pathos * Choosing a topic appropriate to the audience * Choosing a purpose appropriate to the audience * Appropriate verbal presentation skills * Appropriate nonverbal presentation skills * Appropriate nonverbal communication while listening to a presentation * How to reduce public speaking anxiety * Good sources vs bad sources for research * Researching your audience to know your audience * Researching your topic/gathering evidence for your presentation |
| **Closure:**  Links to learning goals | REVIEW  Public speaking doesn’t have to be scary; with enough preparation and considering your go-to’s to avoid, you will feel more confident with practice, practice, practice.  Ethos (author’s credibility), logos (logic and data used), and pathos (emotional appeal)  Picking the right topic starts with knowing the nature of your event, your audience, and your purpose (to inform, to persuade, to entertain, to describe, to explain)  To learn your audience, research your audience  Research - choosing effective sources (peer-reviewed scholarly, library or library database, .gov, .edu)  Effective verbal presentation skills involve: Effective speaking (the words you choose, how you say them, and how you reinforce them with other non-verbal communication) and listening (active listening)  nonverbal communication = body language; what you say without saying anything at all (as a speaker and listener)  Research - make sure you are looking at good sources and look at the source as a whole, then gather the relevant information  The students will (TSW) complete a 3-2-1 exit slip.  3 – 3 things I learned  2 – 2 tools I will use to help me feel more confident public speaking  1 – 1 question I still have |

**Rubric:**

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| **Total Weight 100%** | **Exceeds Mastery**  **(9-10 pts.)** | **Full Mastery**  **(8-8.75 pts.)** | **Partial Mastery**  **(1-7.75 pts.)** | **No Participation**  **(0 pts.)** |
| **Introduction**  **Weight 10%** | Includes all of the components of the Introduction (3 out of 3):   * Title, Grade, Subject, Duration, Rationale * Essential Question * Learning Goals: 2-3 using Bloom’s taxonomy | Includes most of the components of the Introduction (2 out of 3):   * Title, Grade, Subject, Duration, Rationale * Essential Question * Learning Goals: 2-3 using Bloom’s taxonomy | Includes some of components of the Introduction (3 out of 3):   * Title, Grade, Subject, Duration, Rationale * Essential Question * Learning Goals: 2-3 using Bloom’s taxonomy | No Participation |

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|  | **Exceeds Mastery**  **(45-50 pts.)** | **Full Mastery**  **(40-44.75 pts.)** | **Partial Mastery**  **(1-39.75 pts.)** | **No Participation**  **(0 pts.)** |
| **Assessments and Daily Goals**  **Weight 50%** | Includes all of the components of Appendices A, B, and C. (3 out of 3):   * Unit Assessment * Unit Performance Task * Daily Goals and Formative Assessments | Includes most of the components of Appendices A, B, and C. (2 out of 3):   * Unit Assessment * Unit Performance Task   Daily Goals and Formative Assessments | Includes some of the components of Appendices A, B, and C. (1 out of 3):   * Unit Assessment * Unit Performance Task   Daily Goals and Formative Assessments | No Participation  . |

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|  | **Exceeds Mastery**  **(18-20 pts.)** | **Full Mastery**  **(16-18.75 pts.)** | **Partial Mastery**  **(1-15.75 pts.)** | **No Participation**  **(0 pts.)** |
| **Strategies to Support Students**  **Weight 20%** | Includes all of the components of Strategies to Support Students (3 out of 3):   * Reading Strategies * Engaging Strategies * Differentiating Strategies | Includes most of the components of Strategies to Support Students (2 out of 3):   * Reading Strategies * Engaging Strategies   Differentiating Strategies | Includes some of the components of Strategies to Support Students (1 out of 3):   * Reading Strategies * Engaging Strategies   Differentiating Strategies | No Participation |

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|  | **Exceeds Mastery**  **(18-20 pts.)** | **Full Mastery**  **(16-18.75 pts.)** | **Partial Mastery**  **(1-15.75 pts.)** | **No Participation**  **(0 pts.)** |
| **Daily Lesson Plan**  **Weight 20%** | Includes all of the components of the Daily Lesson Plan Template (7 out of 7):   * Introduction * Anticipatory Set * Direct Instruction * Guided Practice * Independent Practice * Formative Assessment * Closure | Includes most of the components of the Daily Lesson Plan Template (5 out of 7):   * Introduction * Anticipatory Set * Direct Instruction * Guided Practice * Independent Practice * Formative Assessment * Closure | Includes some of the components of the Daily Lesson Plan Template (less than 5):   * Introduction * Anticipatory Set * Direct Instruction * Guided Practice * Independent Practice * Formative Assessment * Closure | No Participation  . |