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| 1. TITLE OF THE LESSON- Final Presentation | 2. CURRICULUM AREA & GRADE LEVEL- 10th grade World History |
| 3A. STUDENT INFORMATION: English Language Learners  CELDT score of intermediate- Brian  1.) Readiness Level- This student is ready for the lessons of this unit. The student will need support with complex content and academic vocabulary. However, he will be able to grasp the content because he works hard in all of his classes and has taken and done well in courses that support this unit.  2.) Learning Profile- Brian learns best through visual demonstrations, visual aids, and with visual support during auditory processing.  3.) Interest- Brian enjoys physical education, especially team sports. Brian is a social student who enjoys history because he finds the content interesting and likes that he gets to participate in class/group discussions. This student is very interested in cars and has expressed an interest in pursuing a career in the auto industry. | 3B. STUDENT INFORMATION: Students w/ Special Needs (IEP for Attention Deficit Disorder)  Tyler  1.) Readiness Level- He is ready for the unit. Tyler has good grades in all three classes and consistently demonstrates understanding on formative and summative assessments. Tyler scored above average on the diagnostic assessment given prior to the beginning of the unit. Tyler scored well on the proficiency essays and exams at the conclusion of the last unit.  2.) Learning Profile- Tyler is a visual-auditory learner.  3.) Interest- Tyler is shy and does not choose to work with others, socialize, and participate in group discussions. Tyler enjoys technology and can often be found using applications on his phone before and after class. He enjoys video games and math. |
| 3C. STUDENT INFORMATION: GATE Student - Cody  1.) Readiness Level- Coby is a 10th grader who is reading at a 12th grade level but writing at a 9-10th grade level.  2.) Learning Profile- Coby is very sociable and popular amongst his peers. He enjoys talking in class. He finishes his work quickly in class and can be disruptive when he is not engaged or challenged by the curriculum.  3.) Interest- Coby enjoys video games, football, and rap music. His favorite subject is science. | |
| 4. RATIONALE  A. Enduring Understanding- The act of modeling academic success and collaboration to 7th graders benefits both the middle schoolers and the self-esteem and academic learning of the high school presenters.  B. Essential Questions- What are the talents of the group members and how can they be combined to present an engaging lesson?  C. Reason for Instructional Strategies and Student Activities- Teacher escorts class to the local middle school so students can present a lesson on the Manhattan project to 7th graders. High school students demonstrate their learning of the unit through their oral and multimedia presentations. Middle school students are educated by role models from the high school they will attend. | |
| 5. CONTENT STANDARD(S)- Social Science 10.8.4, 10.8.5, Physics, or Psychology standards | 6. ELD STANDARD(S)-  EA- Prepare and deliver brief oral presentations/reports on historical investigations, a problem and solution, or a cause and effect. |
| 7. LEARNING GOAL(S) - OBJECTIVE(S)  A. Cognitive- After preparing presentations on the Manhattan Project, SWBT present a concise and coherent lesson to 7th graders and complete a self-assessment form on their experience.  B. Language Development- After preparing, practicing, and critiquing presentations, SWBT deliver the oral presentation on historical investigations, a problem and solution, or a cause and effect. | 8. ASSESSMENT(S)  A. Diagnostic/Entry Level-  B. Formative-Progress Monitoring-  C. Summative- Students will be assessed by their ability to present a concise and coherent lesson to 7th graders and complete a self-assessment form on their experience.  and  Students will be assessed on the preparation and delivery of their oral presentations on historical investigations or cause and effect. |
| 9A. EXPLANATION OF DIFFERENTIATION FOR  ENGLISH LANGUAGE LEARNERS   1. Content/Based on Readiness, Learning Profile or Interest- Students are ready to present their lessons because they have been given time in class to collaboratively prepare and practice their presentations. 2. Process/Based on Readiness, Learning Profile or Interest- Roles have been delegated by students’ strengths. Those that enjoy public speaking will take those roles, while others will assist with the multimedia, or work one-on-one with 7th graders. 3. Product/Based on Readiness, Learning Profile or   Interest- Students present according to their roles in a heterogeneous group. | 9B. EXPLANATION OF DIFFERENTIATION FOR  STUDENTS WITH SPECIAL NEEDS   1. Content/Based on Readiness, Learning Profile or Interest 2. Process/Based on Readiness, Learning Profile or Interest- The visual and auditory nature the presentations will appeal to this student. 3. Product/Based on Readiness, Learning Profile or Interest- Tyler will be allowed to speak less than his other group members during the presentation and he will be allowed to manage the visuals during the presentation. |
| 10. INSTRUCTIONAL STRATEGIES  A. Anticipatory Set/Into- Teacher will introduce students to the middle school teachers of the classes they will be teaching. The middle school teachers will give a brief description of their class to the students. (10 minutes)  B. Instruction/Through- Teacher reminds students to begin with an introduction including: introducing themselves to the middle schoolers and explaining why they are here at the middle school. They will then proceeding with their lessons, concluding with thanking the students for the opportunity to teach them and a brief reflection of the rewards and challenges of the entire project. (5 minutes)  C. Guided Practice/Through- Teacher observes students introduction to the middle schoolers. Teacher prompts students with questions if they do not complete their introductions. (10 minutes)  D. Independent Practice/Through- Teacher will observe students’ presentation. (30 minutes)    E. Closure- Teacher asks students to complete a self-assessment form on the quality of their presentation, their group members’ contributions, and the content of their lesson.    F. Beyond- Teacher will change group members to ensure that student have to opportunity to practice social skills with other classmates and to increase a sense of community in the classroom. | 11. STUDENT ACTIVITIES  A. Anticipatory Set/Into- Students are meet the teachers whose classes they will be instructing. Students learn about the culture and learning style of the classes they will be instructing. (10 minutes)  B. Instruction/Through- Students are reminded to include an introduction and conclusion to their presentations. (5 minutes)      C. Guided Practice/Through- Student introduce themselves to the 7th graders. Students are assisted with their introduction with prompts from the teacher, if necessary. (10 minutes)    D. Independent Practice/Through- Students will present their lesson, circulate the class assisting students with completing their task, and conclude their lesson. (30 minutes)  E. Closure- Students complete self and peer assessment form. Students are given the opportunity to reflect on the experience with a focus on thoughts and feelings.    F. Beyond- Teacher will change group members to ensure that student have to opportunity to practice social skills with other classmates and to increase a sense of community in the classroom. |
| 12. RESOURCE- Students’ tools of presentation, self and peer assessment forms, permission slips from parents permitting high schools students to participate in the field trip. | |

**Oral Presentation Rubric**

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| Trait | 4 | 3 | 2 | 1 |
| Nonverbal Skills |  |  |  |  |
| Eye Contact | Holds attention of entire audience with the use of direct eye contact, seldom looking at notes. | Consistent use of direct eye contact with audience, but still returns to notes. | Displayed minimal eye contact with audience, while reading mostly from the notes. | No eye contact with audience, as entire report is read from notes. |
| Body Language | Movements seem fluid and help the audience visualize. | Made movements or gestures that enhance articulation. | Very little movement or descriptive gestures. | No movement or descriptive gestures. |

TEACHER COMMENTS:

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| Verbal Skills | 4 | 3 | 2 | 1 |
| Enthusiasm | Demonstrates a strong, positive feeling about topic during entire presentation. | Occasionally shows positive feelings about topic. | Shows some negativity toward topic presented. | Shows absolutely no interest in topic presented. |
| Elocution | Student uses a clear voice and correct, precise pronunciation of terms so that all audience members can hear presentation. | Student’s voice is clear. Student pronounces most words correctly. Most audience members can hear presentation. | Student’s voice is low. Student incorrectly pronounces terms. Audience members have difficulty hearing presentation. | Student mumbles, incorrectly pronounces terms, and speaks too quietly for a majority of students to hear. |

TEACHER COMMENTS:

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| Content | 4 | 3 | 2 | 1 |
| SUBJECT KNOWLEDGE | Student demonstrates full knowledge by answering all class questions with explanations and elaboration. | Student is at ease with expected answers to all questions, without elaboration. | Student is uncomfortable with information and is able to answer only rudimentary questions. | Student does not have grasp of information; student cannot answer questions about subject. |
| ORGANIZATION | Student presents information in logical, interesting sequence which audience can follow. | Student presents information in logical sequence which audience can follow. | Audience has difficulty following presentation because student jumps around. | Audience cannot understand presentation because there is no sequence of information. |
| MECHANICS | Presentation has no misspellings or grammatical errors. | Presentation has no more than two misspellings and/or grammatical errors. | Presentation has three misspellings and/or grammatical errors. | Student’s presentation has four or more spelling and/or grammatical errors. |

TEACHER COMMENTS:  
  
Self- Assessment Comments (include thoughts and feelings of the entire process):  
  
Group- Assessment Comments: