

Course: *English I*
Unit 4: The Power of Words

Year of Implementation: 2023-2024

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Stage One - Desired Results

Link(s) to New Jersey Student Learning Standards for this course:

<http://www.nj.gov/education/cccs/2016/ela/>

- **Unit Standards:**

- **Content Standards**

- RL.9-10.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
- RL.9-10.2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details and provide an objective summary of the text.
- RL.9-10.3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
- RL.9-10.5. Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create specific effects (e.g. mystery, tension, or surprise).
- RL.9-10.10. By the end of grade 9, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at grade level or above.
- W.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- W.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style),

- SL.9-10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.focusing on addressing what is most significant for a specific purpose and audience.
- SL.9-10.4. Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
- SL.9-10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest.
- SL.9-10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.
- **21st Century Life & Career Standards**
 - 9.1.12.CFR.2: Summarize causes important to you and compare organizations you seek to support to other organizations with similar missions.
 - 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas
 - 9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition
 - 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice
 - • 9.4.12.DC.1: Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content
 - 9.4.12.DC.3: Evaluate the social and economic implications of privacy in the context of safety, law, or ethics
 - 9.4.12.DC.7: Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society
 - 9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources
 - 9.4.12.IML.4: Assess and critique the appropriateness and impact of existing data visualizations for an intended audience
 - 9.4.12.IML.7: Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change
 - 9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations
 - 9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media
 - 9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task
<https://www.state.nj.us/education/cccs/2020/2020%20NJSLS-CLKS.pdf>
- **Interdisciplinary Content Standards**
2020 New Jersey Student Learning Standards – Visual and Performing Arts

- 1.2.12adv.Cr1a: Fluently integrate generative methods, aesthetic principles and innovative thinking to form original ideas and solutions.
- 1.2.12prof.Cr3a: Understand the deliberate choices in organizing and integrating content, stylistic conventions, and media arts principles such as emphasis and tone.
- 1.2.12prof.Pr6b: Evaluate the benefits and impacts at the personal, local and social level from presenting media artworks, such as benefits to self and others.
- 1.2.12prof.Re8a: Analyze the intent, meaning and perception of a variety of media artworks, focusing on personal and cultural contexts and detecting bias, opinion and stereotypes.
- 1.2.12prof.Cn11b: Critically evaluate and effectively interact with legal, technological, systemic, and vocational contexts of media arts, considering ethics, media literacy, social media, virtual worlds, and digital identity.
- 1.2.12acc.Cn11a: Examine and demonstrate in depth the relationships of media arts ideas and works to various contexts, purposes and values, such as markets, systems, propaganda, truth.

2020 New Jersey Student Learning Standards – Social Studies

- 6.1.12.HistoryCC.3.a: Evaluate the role of religion, music, literature, and media in shaping contemporary American culture over different time periods.

2020 New Jersey Student Learning Standards – Visual and Performing Arts

- 7.1.IM.PRSNT.5: When expressing viewpoints, give reasons to support the claims.

- ***NJ Statutes:*** NJ State law mandates the inclusion of the following topics in lesson design and instruction as aligned to elementary and secondary curriculum.

Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35 A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in

an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards (N.J.S.A. 18A:35-4.36) A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.

Diversity and Inclusion ([N.J.S.A. 18A:35-4.36a](#)) A board of education shall incorporate instruction on diversity and inclusion in an appropriate place in the curriculum of students in grades kindergarten through 12 as part of the district's implementation of the New Jersey Student Learning Standards.

Asian American and Pacific Islanders (AAPI) ([P.L.2021, c.410](#)) Ensures that the contributions, history, and heritage of Asian Americans and Pacific Islanders (AAPI) are included in the New Jersey Student Learning Standards (NJSLS) for Social Studies in kindergarten through Grade 12 (P.L.2021, c.416)

For additional information, see

NJ Amistad Curriculum: <http://www.njamistadcurriculum.net/>

Diversity and Inclusion: <https://www.nj.gov/education/standards/dei/index.shtml>

- (Sample Activities/ Lessons): <https://www.nj.gov/education/standards/dei/samples/index.shtml>

Asian American and Pacific Islanders:

- [Asian American and Pacific Islander Heritage and History in the U.S.](#)

A Teacher's Guide from EDSITEment offering a collection of lessons and resources for K-12 social studies, literature and arts classrooms that center around the experiences, achievements and perspectives of Asian Americans and Pacific Islanders across U.S. history.

Transfer Goal: Students will be able to independently use their learning to appreciate language as an art form, to explore poetry as a mode of expression, and to understand the power of words and that we must choose our words appropriately in creative, persuasive, and meaningful ways.

As aligned with LRHSD Long Term Learning Goal(s):<https://www.lrhdsd.org/Page/6163>

1. understand key ideas and details in various texts of all genres; analyze and evaluate text structure and its impact on the

meaning of text

2. make connections between and among texts as well as real-life experiences
3. produce clear and coherent writing of various text types and purposes; utilize research-based strategies to produce, present and distribute these texts
4. employ the writing process (planning, revising, editing, rewriting, publishing)
5. produce and engage in a range of conversations using a variety of media and formats
6. evaluate speakers' use of evidence, point of view, logic and rhetoric
7. evaluate and respond to their and others' oral and written communication, including reading, writing, speaking and listening
8. demonstrate command of the conventions of standard English grammar and usage when writing or speaking

Enduring Understandings

Students will understand that. . .

EU 1

- poetry exploits language's power to express the complex and universal experiences of the human condition while allowing readers to reflect on their own experiences, values, and life situations.

EU 2

- effective writers employ a variety of figurative and poetic devices and varied, purposeful word choice to engage readers, create meaning, and inform readers.

EU 3

Essential Questions

EU 1

- Why should I read poetry? What can poetry do for me?
- How can the appreciation of poetry broaden our views?
- How do the poet and speaker differ? Why do poets create different personas?
- How do poets use poetic devices to create meaning and emotion?
- How do common themes in poetry mirror the events and emotions of our lives? How does reading and writing poetry allow us to learn about ourselves?

EU 2

- How do form and content work together in literature?
- How can I create a "natural" conclusion and why is it essential?
- How is what you do or why you do it important? (cause and effect)

EU 3

- How does reading shape our writing, and vice versa?

- studying different styles of texts and writing can help to inform and develop their own voices.

EU 4

- application of accurate grammar and mechanics is vital when creating an organized and fluent piece of writing.

EU 5

- the most effective way to deliver a message is multi-faceted and unique to each speaker, speech type, and situation (including audience’s needs, background, and environment).

- How do I determine the best way to conclude my thoughts?
- How does reading enhance my own writing?

EU 4

- How does varying word choice strengthen your writing?
- How does picking the right word create clarity? Why use two words when one will do?
- Why is grammar necessary to convey meaning?

EU 5

- How does a speaker become aware of his/her audience’s needs and background? How does s/he find the right “match” with the audience?
- Why is it important for an audience to connect to the speaker?
- How and why can an audience be prevented from connecting with a speaker and his/her argument?
- How much control does a speaker have over the speaker/audience/material connection?

Knowledge

Students will know . . .

EU1:

- poetry has importance for both readers and writers. (RL.0-10.10)
- poetry and other forms of literature may require reading strategies to help us come up with our own meaning. (RL.9-10.5)
- the speaker and writer are not always the same. (RL.9-10.3)

EU2:

Skills

Students will be able to . . .

EU1:

- read, discuss and write about a variety of poems. (RL.9-10.1, RL.9-10.2, RL.9-10.3, RL9-10.5)
- explore the surface and deeper meanings to be found in poetry and the perspective the poet is giving us. (RL.9-10.1, RL.9-10.2, RL.9-10.3, RL9-10.5)

EU2:

- poetic, sound, and figurative devices used to make meaning and develop speech. (RL.9-10.2)
- writing exist in various forms and for various purposes (RL.9-10.5)
- varying effective word choice strengthens your writing (W.9-10.4)
- word choice is essential to imagery and other literary devices (W.9-10.1; W.9-10.4)
- how and why defining and identifying dramatic and literary devices can increase their understanding of poetry (RL.9-10.1)
 - Elements of plot development (plot pyramid i.e. exposition, conflict, climax, resolution, etc)
 - Symbolism (archetypes)
 - Foreshadowing
 - Theme,
 - Dramatic, Situational & Verbal Irony
 - Methods of Characterization (direct and indirect),
 - Figurative Language (metaphor, simile, personification, hyperbole)
 - Narration (point of view)
 - Allusion
 - Dialogue
 - Imagery
 - Diction
 - Mood/Tone
 - Poetic Devices (meter, iambs, rhyme scheme, rhythm, form, line/stanza, speaker, onomatopoeia, assonance, alliteration)

EU3:

- as a writer, we make choices--both purposefully and organically--that affect the outcome of each piece (W.9-10.4)
- a variety of strategies for conclusion of ideas both in writing and in presentation (W.9-10.1)

- identify and discuss the persona and how it differs from or connects to the poet, examining their lives and identifying points. at which personas may be necessary in creating poems. (RL.9-10.5)
- find and discuss literary techniques employed by poets (RL.9-10.5)
- employ literary devices in their own writing. (W.9-10.4)
- discuss how form and purpose relate in a poem (RL.9-10.1)
- create poems in various forms. (W.9-10.4)

EU3:

- revisit their work to evaluate word choice, employing strategies (i.e. using thesaurus, vocabulary acquisition, etc) to enhance meaning. (W.9-10.5)
- critically read their own work to identify areas in need or revision and recreate sections accordingly. (W.9-10.5)

EU4:

- writers collect an arsenal of tools and techniques to employ when writing, but ultimately the writer chooses the direction and outcome for each piece of writing (W.9-10.1; W.9-10.4; W.9-10.5)

EU5:

- the types of connections speakers use to reach an audience. (humor, empathy, sympathy, imagery, wonder, anger) (SL.9-10.6)
- the process of writing, outlining, and revising a manuscript speech. (SL.9-10.4)

- create clear claims, cite relevant evidence, and develop organized analysis, particularly in regards to persuasive writing (W.9-10.1)
- learn from a variety of resources. (RL.9-10.5, SL.9-10.2, SL.9-10.5)

EU4:

- identify excess verbiage and cut out superfluous words. (W.9-10.5)
- determine a natural course of conclusion for each piece of writing. (W.9-10.4)
- reexamine and wrap-up their arguments in nuanced ways. (W.9-10.5)
- demonstrate their use of grammar and mechanics learned, and justify their choices. (W.9-10.4)
- create literary devices through effective word choice. (W.9-10.4)
- identify and then apply both revising and editing skills with purposeful intent. (W.9-10.5)

EU5:

- analyze a situation to pick the best type of connection to use to reach/connect with the audience. (SL.9-10.4)

Stage Two - Assessment

Stage Three - Instruction

Learning Plan: Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections:
Each learning activity listed must be accompanied by a learning goal of A= Acquiring basic knowledge and skills, M= Making meaning and/or a T= Transfer.

- Text specific vocabulary (A EU 2, 5)
- Define and show examples of poetic writing technique (brochure, collage, bookmark, glossary, etc.). (A EU 2)
- Conduct mini-lessons on conclusion strategies (e.g. placemat activity in small groups, class discussion, read essay models). (A EU 2, 3, 4, 5)
- Conduct mini-lessons on literary devices (e.g. mentor text analysis through poetry or *Romeo and Juliet* unit). (A EU 2)
- Conduct mini-lessons on word choice (e.g. mentor text analysis, one word summary, treasure hunt, wordsplash, give one-get one). (A EU 2, 3, 4, 5)
- **Pre-reading Research Mini-Project--student-generated learning stations geared towards the historical/cultural context of the included texts.**
 - In groups, students will research topics related to the historical context of the included texts. (A EU 1 & 2)
 - They will create learning stations with photos, facts, primary documents and so on. (M EU 1 & 2)
 - **Classmates will view stations, synthesize information to better understand the cultural context of the novel.** (M EU 3, 5)
- Read, compare and discuss a wide range of poems, analyzing tones and themes (both in whole-class and small-group settings). (A,M EU 1, 2, 3)
- **Aural - listen to tone/rhythm/rhyme and discuss how they add to the emotional impact of the poem.** (A,M EU 1, 2, 5)
- **Poetry collection - students read various poems and select and copy poems into folder.** They can then write reflection pieces on favorite (5) poems. (A,M EU 1)
- **Student-created podcast/blog where students post readings of their poetry or other poets.** (A,M EU 1, 5)
- Read & discuss exemplar cause and effect pieces (e.g. examine student-created premises as a class, in small groups, etc, to create mastery examples). (A,M EU 3, 4)
- Word Choice Handbook/Guide/Dictionary etc...student generated thesaurus of descriptive words to be used in future writing. (A,M EU 2, 3, 4)
- **Draft & revise various pieces on various topics with focus on cause and effect (peer and teacher conference).** (A,M EU 2, 3, 4)
- **Draft & revise various pieces with focus on word choice (peer and teacher conference).** (A, M EU 2, 3, 4)
- **Draft & revise various pieces with focus on employing literary devices (peer and teacher conference).** (A,M EU 2, 3)
- Analyze, study and imitate sentences written by professional writers (with grammar focus). (A,M EU 3, 4)
- Poetry Out Loud - students create poetry that they read out loud in cafe or in slam format and are judged. (M EU 1, 2, 5)

- One poem throw down - a poem is selected by a group; they get up and read it aloud; each group is judged and a winning group is chosen. (M EU 1, 5)
- Reflect on one's own writing, noting strengths and setting goals for improvement. (M EU 3, 4)
- Alternate Endings: of peer-created pieces, published essays/stories, films, etc. (M EU 3)
- Student-created poetry portfolio- students create a book of personal poetry. (M,T EU 1, 2, 3)
- Application of Independent Reading into small group discussions, presentations (M, T EU 2, 3, 5)
- Reader's Cafe - The goal of Reader's Café is to generate classmate interest in an independent reading selection. Each student will act as an author's agent trying to sell a text to various publishers (other students and teachers). A Café will take place each marking period, but once a year students sign up to present their independent reading texts in a creative way. Their goal is to examine their independent reading text the way in which we examine in-class reading, and then persuade potential readers to select this text as well. Products/presentation style will vary per student choice and teacher guidelines. (M, T EU 3, 5)
- Writing a successful CEA/CSE using techniques discussed in class to argue a position. (T EU 2, 4, 5)
- Writing a journal entry that reflects on some of the emotions or ideas presented by one of the characters in the texts. (T EU 2, 3, 5)

Unit #	Title of Unit	Approximate # of teaching days
1	Windows & Mirrors	45
2	Empathy & Understanding	45
3	Conflicts & Consequences	45
4	The Power of Words	45

Instructional Materials

Suggested Texts:

1. *Animal Farm* by George Orwell
2. *Fahrenheit 451* by Ray Bradbury
3. *The Anthropocene Reviewed* by John Green
4. *A Long Way Down* by Jason Reynolds
5. Spoken word videos
6. Use teacher discretion for poetry/non fiction/essay selections
7. TED talks in preparation for public speaking unit (teacher discretion)

Accommodations

Special Education: The curriculum will be modified as per the Individualized Education Plan (IEP). Students will be accommodated based on specific accommodations listed in the IEP.

Students with 504 Plans: Students will be accommodated based on specific accommodations listed in the 504 Plan.

English Language Learners: Students will be accommodated based on individual need and in consultation with the ELL teacher.

Students at Risk of School Failure: Students will be accommodated based on individual need and provided various structural supports through their school.

Gifted and Talented Students: Students will be challenged to enhance their knowledge and skills through acceleration and additional independent research on the subject matter.

*After all, not to create only, our found only,
But to bring perhaps from afar what is already founded,
To give it our own identity, average, limitless, free.
Walt Whitman*

“PROJECT AWARENESS” PERFORMANCE TASK

Bringing this tolerance unit to the classroom was done with a goal in mind; hopefully we will leave this classroom with an understanding that at the very least we need to have tolerance towards things and people who we don't understand. Ultimately, one of the broad objectives of our education is that we can move from tolerance to acceptance of those who may be “different” than we are, whether that difference is one of sexual orientation, race, religion, disability, or simply appearance.

Throughout our mini-unit, some of you expressed that these stories made you think twice, and examine your own behaviors, beliefs and values. In this classroom, we are going to use the lessons and the understanding that we learned from our writers to inspire us to be advocates, educators, and messengers. I challenge you to find something already “founded” and create a venue to spread awareness of something that you feel strongly about. The possibilities are endless and obviously personal, in that only you can recognize what story needs to be told, what lessons need to be taught. Take some time and think about what means something to you. You have to find something that you genuinely care about. You don't have to look far for powerful stories, they exist all around us. Maybe you want to recognize the contributions of a particular person or group. Or you might want to research the Live Strong Bands, and take a similar approach to something that you care about. You may want to educate classmates about a problem that exists in our own community.... something that lies just below the surface: a trash problem, a struggling family, a trend of hatred towards a group. You may want to do a lesson on the power of words. I don't want to limit you. Think about all that I've done to “model” this for you as well as the power point of ideas all around us! This is what you need to do.....

YOUR OBJECTIVE: To use your voice and passion to send a message of awareness, tolerance and/or acceptance to your classmates in a 12-15 minute presentation.

STEP 1- THE BRAINSTORMING. Take time and think. What do you care about? What are you aware of that others are not? Do you have a message to send to your peers? Do you have a story to tell? Did you read about something that moved you and inspired you? What is your cause? What would you like to advocate? How can you spread a message of acceptance? Your brainstorming section will be collected on _____. I'd like to see 2 great ideas and why you selected them (the 2nd is a backup if your 1st choice is already selected—1st come, 1st served!). Show me that you are thinking about this! **5 points**

STEP 2- THE PROPOSAL. Write a brief proposal (3 paragraphs) about what you want to “teach” to your classmates. It must be TYPED in MLA format. **15 points.** This will be collected on _____. In this you should answer the following questions (1 paragraph per question):

1. Give the details of your story/your cause. Who, what, where, when, why? Explain the message or theme you want to get out. What are you raising awareness about?
2. Discuss what your classmates/peers have to gain from your lesson. What do you want them to remember about your presentation? What do you want them to think about? Learn? Talk to others about? Spread your message?
3. What ideas do you have for your presentation? Remember, you have to fill 10 minutes. Show me that you’ve been thinking about this! (do now, activity, video, music, etc)

STEP 3 –THE WRITING (optional). Examples: You may want to write a persuasive brochure. Write a One Act Play. Create a newspaper. Write a short story. Write a poem. Write a song. Conduct an interview. Write diary or journal entries. Be creative! The theme or main ideas of your writing are to be directly connected to your cause. You are to turn this in on _____. It must be typed and in appropriate format. This could also be a Works Cited page for research. **15 points**

STEP 4- THE PRESENTATION. 50 points. These presentations will begin on _____. You will have 5-10 minutes to present your project to the class. You must be organized. Essentially, you are the teacher for that time frame—use the board, use Google Slides, use journal assignments, use worksheets, use class activities, be creative!!! You picked a topic that you are passionate about...inspire us to feel your passion about your topic. Inspire us to want to do something. **DO NOT** bore us by reading off a PowerPoint...engage us in your lesson and activity! Our goal is to stick as closely to possible to the schedule. You will have about 5-10 minute to accomplish the following:

- get the audience’s attention (warm-up/activator)
- define your cause
- explain your personal connection to the cause
- educate them
- present your writing (optional)
- present and explain your visual
- answer questions

(Suggested) RUBRIC FOR PRESENTATION:

Criteria	0-1	2	3	4
Professionalism of Presentation/ Enthusiasm	Mumbles, audience has difficulty hearing, confusing. Shows absolutely no interest in topic presented	Thoughts don't flow, not clear, does not engage audience. Hard to hear, mumbles.	Thoughts articulated clearly, though does not engage audience. Articulate but hard to hear.	Presentation is organized and the interest level of the audience is maintained. Demonstrates a strong positive feeling about the topic during the entire presentation. Articulate, loud, energetic!
Gestures/Movement/ Eye Contact	No gestures are noticed/ stood in one place/ sat down. Does not attempt to look at audience at all and/or reads notes the entire time	Minimal gestures noticed/stood in one place. Only focuses attention to one particular part of the class; does not scan audience; read notes almost the entire time; seems confused; disorganized	Stands/moves around in front by the computer; some confidence shown. Occasionally scans the audience; some notes read; appropriate expressions used	Natural hand gestures are demonstrated/ moves around the space to engage the audience. Stands up straight; confident attitude shown. Constantly scans the audience; lively; focused; organized
Vocalized Pauses (“uh, well uh, um”... and “like”) *Think about what you want to say...plan ahead and practice	10 or more are noticed	6-9 are noticed	1-5 are noticed	No vocalized pauses noticed
Do Now/ Warm Up	Not present or very quick/not planned	Present but not engaging to class; some people participated	Well planned and good way to begin your presentation	Warm up is well planned and executed. Time went into creating this and engaged the class to begin your presentation right away.
Activity Engagement	None present OR some of the class is engaged	Entire class is engaged and participating		
Activity	Activity is there, but lacking creativity/involvement OR no activity present	Activity is there, but common idea (like Kahoot)	Activity is well planned. Creative and fun	Activity is well planned and executed. A lot of time went into creating this activity . Above and beyond expectations.
Time frame (5-10 minutes)	Presentation is less than minimum time (less than 5 minutes)	Presentation is more than 10 minutes (I had to stop your presentation or it went over 10 minutes) or less than 5	Presentation is 4 minutes	Presentation falls within required time frame (5-10 minutes)

Visual Aid (collage, poster, video made by you, performance, etc)- Something YOU created to present to crowd	None OR minimal effort (a few pics on a Google slide)	Hard to see; not explained to class. Spelling errors on materials	Visual is presented and is well done.	Visual aid enhances presentation, all thoughts articulated and keeps interest. Has wow factor
Completeness of Topic Content	One or more points left out. Disorganized, confusing to the audience. Your outline does not align with presentation	Presentation goes off topic at times. Some parts are missing from your outline	Majority of points support the topic, some points glossed over. Most of the outline is covered	Thoroughly explains all points. ALL Evidence stays on your topic. Your presentation matches your outline
Research/Evidence on Topic	No research completed on the topic. Based on student/common knowledge	Little research evidence on your topic... mix of common knowledge and research	Research is complete on topic. Most points examined.	Research is thorough on the topic- a lot of time went into researching this topic. All points covered. Informative and interesting
Personal Connection/Why You Chose This Topic	No connection stated	Connection stated after being asked	Connection mentioned but not explained thoroughly	Connection is clearly stated and explained in depth to the audience. Why is this topic important to you
Overall Presentation	Appears thrown together at the last minute; missing many points	Good job! Research is present; some planning has gone into the presentation	Great job! Research is present; planned presentation.	Fantastic! Wow factor present. It is clear that this has been well researched, planned and prepared. Above and beyond expectations!
Organization of Presentation (includes all parts of presentation)	No organization, presentation has no flow, confusing to audience. Missing major parts of outline	Some organization, not practiced. Some parts of outline missing (do now, etc)	Organized and planned but needs a little more practice. Most of the outline is present in presentation	Researched, planned, organized. There is a clear flow from one activity to the next. Clearly practiced for time and all parts are ready to go

TOTAL POINTS: /50