TRUMBULL PUBLIC SCHOOLS

Trumbull, Connecticut

COMMUNICATIONS
Grades 9-12
Business Education Department

2017

(Last revision date: 2004)

Curriculum Writing Team

Christina Rusate	**Department Chair**
Beth Yerina	**Teacher**

Jonathan S. Budd, Ph.D., Director of Curriculum, Instruction, & Assessments

Communications
Grades 9-12
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The Trumbull Board of Education will continue to take Affirmative Action to ensure that no persons are discriminated against in its employment.

CORE VALUES AND BELIEFS

The Trumbull High School community engages in an environment conducive to learning which believes that all students will **read and write effectively**, therefore communicating in an articulate and coherent manner. All students will participate in activities **that present problem-solving through critical thinking**. Students will use technology as a tool applying it to decision making. We believe that by fostering self-confidence, self-directed and student-centered activities, we will promote **independent thinkers and learners**. We believe **ethical conduct** to be paramount in sustaining the welcoming school climate that we presently enjoy.

Approved 8/26/2011

INTRODUCTION & PHILOSOPHY

Communications is designed to provide students with the speech communications skills essential in talking with one person, in a group, or in front of an audience. These are the skills that employers demand. Communications brings together all the major elements of spoken and nonverbal skills to enable students to invest in their futures, which can lead to success in any field. All students will encounter a business environment characterized by diversity, both domestic and international, and so all students need to practice the interpersonal, teamwork, and leadership skills that will help them function successfully in that environment. This course is vital to the personal and professional success of all people in the twenty-first century.

When we think of human speech communication, we visualize people talking, listening, watching nonverbal signals, and engaging in such activities through interpersonal interactions and in groups of various sizes. We also visualize speech presentations. Human speech is a basic link in the communication chain, and success in communications implies success in life.

Communications is a "hands-on" experience. Students participate in communications games, a variety of speaking assignments, critiques, and problem-solving activities. Each student practices newly-learned communication skills in the safety of the classroom environment, where each student can grow in confidence and begin to develop a deeper understanding of the communication process. Students cultivate oral and written communication skills essential to interact effectively with people in the workplace and in society.

Business education is an integral part of the total academic structure and provides a significant contribution to the education of all students in a business-oriented society. Communications is planned and sequenced to foster essential 21st-century skills, including reading and writing effectively and problem-solving through critical thinking while encouraging independent thinking and learning. With these vital skills necessary for success in today's business world, students will be able to formulate educated decisions regarding post-secondary plans and procure promising career options.

COURSE GOALS

The following course goals derive from the 2007 National Standards for Business Education.

NSBE.Communication.I (Foundations of Communication)	Communicate in a clear, complete, concise, correct, and courteous manner on personal and professional levels.
NSBE.Communication.II (Societal Communication)	Apply basic social communication skills in personal and professional situations.
NSBE.Communication.III (Workplace Communication)	Incorporate appropriate leadership and supervision techniques, customer service strategies, and personal ethics standards to communicate effectively with various business constituencies.
NSBE.Communication.IV (Technological Communication)	Use technology to enhance the effectiveness of communication.

The following course goals derive from the 2010 Connecticut Core Standards.

CCSS.ELA-Literacy.RST.11-12.1	Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.
CCSS.ELA-Literacy.RST.11-12.2	Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
CCSS.ELA-Literacy.RST.11-12.3	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.

The following standards derive from the 2016 International Society for Technology in Education Standards.

ISTE Empowered Learner (Standard 1)	Students leverage technology to take an active role in choosing, achieving, and demonstrating competency in their learning goals, informed by the learning sciences.
ISTE Digital Citizen (Standard 2)	Students recognize the rights, responsibilities, and opportunities of living, learning, and working in an interconnected digital world, and they act and model in ways that are safe, legal, and ethical.

ISTE Knowledge Constructor (Standard 3)	Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts, and make meaningful learning experiences for themselves and others.
ISTE Creative Communicator (Standard 6)	Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats, and digital media appropriate to their goals.
ISTE Global Collaborator (Standard 7)	Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

COURSE ENDURING UNDERSTANDINGS

Students will understand that . . .
- information is best presented in a clear, concise, and appropriate manner.
- clear and concise communication is essential for speaking and writing.
- courtesy and respect should be demonstrated for a speaker through active listening.
- technology can enhance the effectiveness of communications.
- proper techniques exist for demonstrating job-seeking skills.
- proper techniques exist for planning and presenting short presentations, both individually and as a member of a group.
- proper techniques exist for delivering planned speeches with confidence and for making formal presentations.

COURSE ESSENTIAL QUESTIONS

- What is communications?
- What are the elements of speech, and how are they applied in communications?
- How do the elements of vocal expression affect individuals in their verbal communications?
- Why does listening need to vary for each verbal message?
- How does eye contact affect the value of our communication?
- Why is it important to use visual aids to reinforce a presentation?
- What are the keys to a successful interview?
- How do group dynamics impact the functioning of a group meeting?

COURSE SYLLABUS

Course Name
Communications

Level
Grades 9-12

Prerequisites
None

Materials Required
None

General Description of the Course
Very useful communications and public speaking skills for high school, college, and beyond! Students will be introduced to oral presentation skills in a comfortable setting. Students will make an introduction, present a "How To," participate in an interview, and present a final project.

Assured Assessments

Summative Assessments:

- Three-minute oral reading from a published work (Unit 2)
- Oral introduction of someone famous (Unit 3)
- "How To" presentation (Unit 4)
- Participation in mock employment interview (Unit 5)
- Group business presentation (Unit 6)
- Culminating project presentation

Core Text
excerpts from Miculka, Jean. *Speaking for Success*. 2nd ed. Nashville: South-Western, 2007. Print.

UNIT 1
Introduction to Communications

Unit Goals

At the completion of this unit, students will:

NSBE.Communication.I (Foundations of Communication)	Define communication.
NSBE.Communication.I (Foundations of Communication)	Identify and describe the elements of speech.

Unit Essential Questions

- What is communications?
- What are the elements of speech, and how are they applied in communications?

Scope and Sequence

1. Communications
2. Speech
3. Elements of speech
   - Sender
   - Encoding
   - Message
   - Receiver/Listener
   - Decoding
   - Feedback

Assured Assessments

Students will complete any of the following learner activities:
- Create a personal "calling card" activity
- Present "Impromptu Speaking Activity"

Time Allotment

- Approximately 2 weeks

UNIT 2
Vocal Expression

Unit Goals

At the completion of this unit, students will:

NSBE.Communication.I   Identify and describe the elements of vocal expression.
(Foundations of Communication)

NSBE.Communication.II   Explain stage fright and its causes.
(Societal Communication)

NSBE.Communication.III   Effectively present a three-minute reading from a
(Workplace Communication)   published work.

CCSS.ELA-Literacy.RST.11-12.1   Cite specific textual evidence to support analysis of
                                        science and technical texts, attending to important
                                        distinctions the author makes and to any gaps or
                                        inconsistencies in the account.

Unit Essential Questions

- What are the elements of vocal expression, and how do they affect individuals in their verbal communications?
- How does the type of "language" affect the clarity of meaning of the message?
- What are the effects of stage fright on one's body?

Scope and Sequence

1. Vocal expression
   o Pitch
   o Rate
   o Inflection
   o Articulation
   o Vocal variety
   o Clarity of meaning
2. Vocal languages
   o Reporting language
   o Judgmental language
3. Stage fright

Assured Assessments

Students will complete any of the following learner activities:
- View *Everybody Loves Raymond* episode "Ray's on TV"
- Complete "Experiment in Written Communication" activity
- Present to the class a 3-minute reading from a published work

Time Allotment

- Approximately 3 weeks

UNIT 3
Listening

Unit Goals

At the completion of this unit, students will:

NSBE.Communication.II (Societal Communication)	Differentiate between hearing and listening.
NSBE.Communication.III (Workplace Communication)	Identify and describe the different forms of listening.
NSBE.Communication.III (Workplace Communication)	Explain the importance of the steps of active listening.
NSBE.Communication.III (Workplace Communication)	Discuss the significance of listening with an open mind.
NSBE.Communication.IV (Technological Communication)	Research biographies of famous people, and compose effective letters to those people.
NSBE.Communication.I (Foundations of Communication)	Effectively present to the class an introduction of someone famous.
CCSS.ELA-Literacy.RST.11-12.1	Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.
CCSS.ELA-Literacy.RST.11-12.2	Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
ISTE Empowered Learner (Standard 1)	Students leverage technology to take an active role in choosing, achieving, and demonstrating competency in their learning goals, informed by the learning sciences.
ISTE Digital Citizen (Standard 2)	Students recognize the rights, responsibilities, and opportunities of living, learning, and working in an interconnected digital world, and they act and model in ways that are safe, legal, and ethical.
ISTE Knowledge Constructor (Standard 3)	Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts, and make meaningful learning experiences for themselves and others.

Unit Essential Questions

- Why does listening need to vary for each verbal message?
- What is listening, and what are its different forms?
- How do active listening and listening with an open mind affect the message heard?

Scope and Sequence

1. Listening vs. hearing
2. Forms of listening
   - Casual
   - Active
   - Cooperative
   - Disciplined
3. Listening with an open mind
4. Listening for content
5. Listening for intent
6. Appealing to the sense of hearing

Assured Assessments

Students will complete any of the following learner activities:

- View *Everybody Loves Raymond* episode "Father Knows Least"
- Research address for celebrity fan mail
- Compose, write, and send letters to celebrities
- Research and identify information to include in an oral introduction
- Present to the class an oral introduction of someone famous

Time Allotment

- Approximately 4 weeks

UNIT 4
Eye Contact and Visual Aids

Unit Goals

At the completion of this unit, students will:

NSBE.Communication.II (Societal Communication)	Identify and describe the advantages of good eye contact.
NSBE.Communication.II (Societal Communication)	Identify and describe the disadvantages of poor eye contact.
NSBE.Communication.I (Foundations of Communication)	Discuss various forms of nonverbal communication.
NSBE.Communication.III (Workplace Communication)	Identify different types of visual aids, and explain their importance.
NSBE.Communication.IV (Technological Communication)	Research a game or sport.
NSBE.Communication.III (Workplace Communication)	Effectively present a "How To" presentation.
NSBE.Communication.I (Foundations of Communication)	Formulate effective oral answers to impromptu questions.
CCSS.ELA-Literacy.RST.11-12.1	Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.
CCSS.ELA-Literacy.RST.11-12.2	Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
ISTE Empowered Learner (Standard 1)	Students leverage technology to take an active role in choosing, achieving, and demonstrating competency in their learning goals, informed by the learning sciences.
ISTE Digital Citizen (Standard 2)	Students recognize the rights, responsibilities, and opportunities of living, learning, and working in an interconnected digital world, and they act and model in ways that are safe, legal, and ethical.
ISTE Knowledge Constructor (Standard 3)	Students critically curate a variety of resources using digital tools to construct knowledge, produce creative

artifacts, and make meaningful learning experiences for themselves and others.

Unit Essential Questions

- How does eye contact affect the value of our communication?
- Why is it important to use visual aids to reinforce a presentation?
- What is eye contact?
- How can different types of visual aids be categorized?

Scope and Sequence

1. Eye contact
2. Nonverbal communication
3. Visual aids
   - Rules
   - Etiquette
   - Types

Assured Assessments

Students will complete any of the following learner activities:
- Read an article about body language and research and identify additional types of body language
- Complete the 'Crime Activity" worksheet identifying clues provided visually
- Research the origin and directions for a game or sport
- Prepare visual aids to use during a presentation
- Present to the class a "How To" for a game or sport

Time Allotment

- Approximately 3 weeks

UNIT 5
Interviewing

Unit Goals

At the completion of this unit, students will:

NSBE.Communication.III (Workplace Communication)	Identify and describe the parts of an interview.
NSBE.Communication.III (Workplace Communication)	Complete job application forms.
NSBE.Communication.IV (Technological Communication)	Research information related to an upcoming interview.
NSBE.Communication.III (Workplace Communication)	Discuss the importance of appropriate dress during an interview.
NSBE.Communication.III (Workplace Communication)	Effectively participate in a mock employment interview.
CCSS.ELA-Literacy.RST.11-12.1	Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.
CCSS.ELA-Literacy.RST.11-12.2	Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
ISTE Empowered Learner (Standard 1)	Students leverage technology to take an active role in choosing, achieving, and demonstrating competency in their learning goals, informed by the learning sciences.
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ISTE Knowledge Constructor (Standard 3)	Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts, and make meaningful learning experiences for themselves and others.

Unit Essential Questions
- What are the keys to a successful interview?

- How does prior preparation affect an interview, and why is being prepared for an interview important?
- Why is appearance important during an interview?

Scope and Sequence

1. Characteristics of interviews
   o Affirmative action
   o Equal opportunity employment
2. The employment interview
3. Keys to a successful interview
   o Job application
   o Job description
   o Company research
   o Questions for the interviewer
   o Appearance
   o Interview questions
   o Illegal questions
   o Thank-you notes

Assured Assessments

Students will complete any of the following learner activities:
- Complete job applications
- Complete an interviewing case study
- Research information for an interview
- Participate in a mock interview with local businesspeople as interviewers

Time Allotment

- Approximately 4 weeks

UNIT 6
Group Process

Unit Goals

At the completion of this unit, students will:

NSBE.Communication.III (Workplace Communication)	Distinguish between different kinds of meetings.
NSBE.Communication.III (Workplace Communication)	Explore how any group can work more effectively.
NSBE.Communication.III (Workplace Communication)	Discuss the roles within a group.
NSBE.Communication.I (Foundations of Communication)	Read, interpret, and correctly follow written and/or oral instructions.
NSBE.Communication.IV (Technological Communication)	Research information about a group's specific topic.
NSBE.Communication.IV (Technological Communication)	Effectively present a group business presentation.
CCSS.ELA-Literacy.RST.11-12.1	Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.
CCSS.ELA-Literacy.RST.11-12.2	Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
CCSS.ELA-Literacy.RST.11-12.3	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
ISTE Empowered Learner (Standard 1)	Students leverage technology to take an active role in choosing, achieving, and demonstrating competency in their learning goals, informed by the learning sciences.
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ISTE Creative Communicator (Standard 6)	Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats, and digital media appropriate to their goals.
ISTE Global Collaborator (Standard 7)	Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

Unit Essential Questions

- How do group dynamics impact the functioning of a group meeting?
- How can group meetings be categorized?

Scope and Sequence

1. Group communication
    - Obligations of a meeting participant
    - Obligations of a meeting leader
2. Types of meetings
    - One-way meetings
    - Give-and-take meetings
3. Factors affecting group dynamics
4. Presentation software tips

Assured Assessments

Students will complete any of the following learner activities:
- Research specific group topics
- Create a presentation using presentation software
- Develop and present a group business project

Time Allotment

- Approximately 4 weeks

CULMINATING PROJECT

The final project of the course incorporates a majority of the material covered during the semester. Each student will develop and present a presentation on a topic of his/her choice encompassing all of the skills learned in the course.

COURSE CREDIT

One-half credit in business education
One class period daily for a half year

PREREQUISITES

None.

ASSURED STUDENT PERFORMANCE RUBRICS

- Trumbull High School School-Wide Reading Rubric (attached)
- Trumbull High School School-Wide Problem-Solving through Critical Thinking Rubric (attached)
- Trumbull High School School-Wide Independent Learning and Thinking Rubric (attached)
- Communications Three-Minute Oral Reading Project Rubric (attached)
- Communications Introduction Project Rubric (attached)
- Communications "How To" Presentation Project & Rubric (attached)
- Communications Interview Project & Rubric (attached)
- Communications Disney Group Project & Rubric (attached)
- Communications Final Project & Rubric (attached)

SCHOOL-WIDE RUBRICS

Rubric 1: Read Effectively

Category/ Weight	Exemplary 4	Goal 3	Working Toward Goal 2	Needs Support 1-0
Respond X_____	Demonstrates exceptional understanding of text by: • Clearly identifying the purpose of the text • Providing initial reaction richly supported by text • Providing a perceptive interpretation	Demonstrates understanding of text by: • Identifying the fundamental purpose of the text • Providing initial reaction supported by text • Providing a clear/straightforward interpretation of the text	Demonstrates general understanding of text by: • Partially identifying the purpose of the text • Providing initial reaction somewhat supported by text • Providing a superficial interpretation of the text	Demonstrates limited or no understanding of text by: • Not identifying the purpose of the text • Providing initial reaction not supported by text • Providing an interpretation not supported by the text
Interpret X_____	Demonstrates exceptional interpretation of text by: • Extensively reshaping, reflecting, revising, and/or deepening initial understanding • Constructing insightful and perceptive ideas about the text. • Actively raising critical questions and exploring multiple interpretations of the text	Demonstrates ability to interpret text by: • Reshaping, reflecting, revising, and/or deepening initial understanding • Summarizing main ideas of text • Actively interpreting text by raising questions and looking for answers in text	Demonstrates general ability to interpret text by: • Guided reflection and/or revision of initial understanding • Summarizing some of the main ideas of text • Guided interpretation of text by locating answers to given questions in text	Demonstrates limited ability to interpret text as evidenced by: • Struggle to implement guided reflection and/or revision of initial understanding • Struggle to summarize any main ideas of text • Struggle to answer questions by locating responses in text
Connect X_____	Demonstrates perceptive connections • text-to-text • text-to-self • text-to-world	Demonstrates specific connections • text-to-text • text-to-self • text-to-world	Demonstrates general connections • text-to-text • text-to-self • text-to-world	Struggles to make connections • text-to-text • text-to-self • text-to-world
Evaluate X_____	Demonstrates insightful evaluation of text by one or more of the following: • Critical analysis to create a conclusion supported by the text • Perceptive judgments about the quality of the text • Synthesis of text • Expression of a personal opinion	Demonstrates an evaluation of text by one or more of the following: • Critical analysis to form a conclusion from the text • Thoughtful judgments about the quality of the text • Evaluation of text to express personal opinion(s)	Demonstrates a general evaluation of text by one or more of the following: • Formulation of a superficial conclusion from the text • Assessment of the quality of the text • Use of text to express personal opinion(s)	Demonstrates a struggle to evaluate the text by one or more of the following: • Formulation of a conclusion from the text • Assessment of the quality of the text • Use of text to express personal opinion(s)

Rubric 3: Problem-Solving through Critical Thinking

Category/ Weight	Exemplary 4 Student work:	Goal 3 Student work:	Working Toward Goal 2 Student work:	Needs Support 1-0 Student work:
Understanding X_____	Student demonstrates clear understanding of the problem and the complexities of the task.	Student demonstrates sufficient understanding of the problem and most of the complexities of the task.	Student demonstrates some understanding of the problem but requires assistance to complete the task.	Student demonstrates limited or no understanding of the fundamental problem after assistance with the task.
Research X_____	Student gathers compelling information from multiple sources including digital, print, and interpersonal.	Student gathers sufficient information from multiple sources including digital, print, and interpersonal.	Student gathers some information from few sources including digital, print, and interpersonal.	Student gathers limited or no information.
Reasoning and Strategies X_____	Student demonstrates strong critical thinking skills to develop a comprehensive plan integrating multiple strategies.	Student demonstrates sufficient critical thinking skills to develop a cohesive plan integrating strategies.	Student demonstrates some critical thinking skills to develop a plan integrating some strategies.	Student demonstrates limited or no critical thinking skills and no plan.
Final Product and/or Presentation X_____	Solution shows deep understanding of the problem and its components. Solution shows extensive use of 21st-century technology skills.	Solution shows sufficient understanding of the problem and its components. Solution shows sufficient use of 21st-century technology skills.	Solution shows some understanding of the problem and its components. Solution shows some use of 21st-century technology skills.	Solution shows limited or no understanding of the problem and its components. Solution shows limited or no use of 21st-century technology skills.

Rubric 5: Independent Learners and Thinkers

Category/Weight	Exemplary 4	Goal 3	Working Toward Goal 2	Needs Support 1-0
Proposal X_____	Student demonstrates a strong sense of initiative by generating compelling questions, creating uniquely original projects/work.	Student demonstrates initiative by generating appropriate questions, creating original projects/work.	Student demonstrates some initiative by generating questions, creating appropriate projects/work.	Student demonstrates limited or no initiative by generating few questions and creating projects/work.
Independent Research & Development X_____	Student is analytical, insightful, and works independently to reach a solution.	Student is analytical, and works productively to reach a solution.	Student reaches a solution with direction.	Student is unable to reach a solution without consistent assistance.
Presentation of Finished Product X_____	Presentation shows compelling evidence of an independent learner and thinker. Solution shows deep understanding of the problem and its components. Solution shows extensive and appropriate application of 21st Century Skills.	Presentation shows clear evidence of an independent learner and thinker. Solution shows adequate understanding of the problem and its components. Solution shows adequate application of 21st Century Skills.	Presentation shows some evidence of an independent learner and thinker. Solution shows some understanding of the problem and its components. Solution shows some application of 21st Century Skills.	Presentation shows limited or no evidence of an independent learner and thinker. Solution shows limited or no understanding of the problem. Solution shows limited or no application of 21st Century Skills.

COMMUNICATIONS
THREE-MINUTE ORAL READING PROJECT RUBRIC

At the conclusion of this unit, you will select and read a passage from a published work. You will concentrate on the volume and rate of your voice, and proper articulation and pronunciation of words, while meeting a 3-minute timeframe.

10 points will be deducted from your final score
for each class day that you are not ready to present.

Name _____

Reading _____

	Possible Points	Points Received
Source named completely	3	
Good pitch/volume	2	
Rate/speed of voice	2	
Articulation / used no "fillers"	3	
Correct pronunciation	3	
Vocal variety	2	
Showed interest/knowledge in topic	1	
Met time requirement of 3 minutes	3	
Selected appropriate length article/topic and/or cut article to meet time requirement	3	
Copy of material turned in prior	1	
Used class/Learning Commons research time wisely / presented on time	3	
Student's audience behavior	4	
TOTAL	30	

NOTES:

COMMUNICATIONS
INTRODUCTION PROJECT RUBRIC

For this unit, you will research a famous person and identify interesting facts related to that person. You will organize these facts and make notes on notecards to use during your presentation. The notecards will be turned in at the end of your introduction. You will concentrate on eye contact with the audience. Your introduction should be at least **60** seconds. An additional part of this project will include writing at least two letters to celebrities.

10 points will be deducted from your final score
for each class day that you are not ready to present.

Name _____

Person Introduced _____

Introduced person indicated prior and teacher approved	0		2		
Voice was courteous, pleasant, excited, clear		1	2		
Start was a creative introduction		1	2		
Told interesting facts, in order of events		1	2		
Had appropriate information and appropriate amount of information		1		3	5
Posture, body language, appearance was appropriate		1	2		
Name was stated: beginning, middle, and end of introduction		1	2	3	
Articulation, pronunciation		1	2	3	
Rate of voice		1	2		
Met time frame		1	2		
Eye contact with audience		1	2		
Used notecards as reference only (turned in at end of presentation)		1	2		
Index cards listing Works Cited turned in with notecards	0		2		
Ending indicated excited welcome		1	2	3	
Proper letter and envelope format		1			5
					10

Number of letters <u>SENT</u> (**2 required**)	1	2	3	4	5+

(you are required to provide one stamp for each letter sent, and you will only receive credit for letters **mailed**)

Used class time wisely researching and preparing letters/envelopes	2	4	6

Proper audience behavior/attention   5 points: _____

TOTAL POINTS _____ / 60   GRADE _____

COMMUNICATIONS
"HOW TO" PRESENTATION PROJECT

1.) You will select a game from the list below. Games will be assigned on a first come, first served basis. No two students will be allowed to select the same game.

2.) You will be given time in class to research your topic on the Internet. **Use your time wisely!** You will also be given time in class to create a visual to go along with your presentation. You MUST have a visual created prior to your presentation. NO one will be allowed to use the blackboard to write on.

3.) You will be given two class members to be your question askers. I will select those names in class prior to all presentations beginning.

4.) Your presentation should last no longer than 5 minutes. I will stop you if you exceed 10 minutes. At the conclusion of your presentation, your question askers will ask you two questions each about your game that they did not understand from your speech. You will not know the questions ahead of time.

5.) You may not be a question asker for more than two people. You should formulate your questions when you listen to the presentation. Ask questions about things you did not understand or were not clear to you.

6.) I will share the evaluation rubric with you prior to the date of presentation.

7.) You will select your presentation date in class while working on your visual aid.

If you are not prepared the day your presentation is due,
*your grade will drop by 10 points for **each** day that it is late.*

Presentation Suggestions

✓ What is the origin of this game/sport? **REQUIRED**

✓ What is the objective of the game?

✓ Where do you play this game/sport? (field, court, board)
   What does it look like? (possible poster) How big is it? Explain it!

✓ What do you need to play? (equipment, pieces, supplies)
   What do they look like?(possible extra visual aid) How many are there?

✓ How many players are needed? (positions, game pieces)

✓ Is there an age range to play?

✓ How do you play? What are the rules? How does the game start? Explain this very well!

✓ Are there officials, bankers, judges for this game? How many?

✓ Are there things that you cannot do when playing this game? (penalties, fouls)

✓ How long does it take to play this game? (time, minutes, quarters . . .)

✓ How do you win or know the game is over?

Poker	Backgammon	Charades	Soccer	Pool	Wiffleball	Table Tennis (Ping Pong)
Checkers	Scrabble	Blackjack	Handball	Dominoes	Golf	Volleyball (beach or indoor)
Tennis	Chess	Baseball	Basketball	Horseshoes	Lacrosse	Hockey (ice or field)
Football	Monopoly	Jenga	Softball	Candyland	Clue	Operation

NO DODGEBALL   NO WALL BALL   NO VIDEO GAMES

COMMUNICATIONS
"HOW TO" PRESENTATION PROJECT RUBRIC

At the conclusion of this unit, you will select and present how to play a game from a given list. You will continue to concentrate on the volume and rate of your voice, and proper articulation and pronunciation of words. The origin of the game is required. Maintaining good eye contact and using notecards will be evaluated. There is a 5-minute timeframe. **You MUST fall in between the 4:45 and 5:15 timeframe! You** will be required to have a <u>poster</u> as a visual aid. As part of receiving information, you will need to ask two other students questions at the conclusion of their presentation.

Name _____

Topic _____

<div align="center">

Presented on time: yes   no

10 points will be deducted from your final score
for each class day that you are not ready to present.

</div>

	Possible Points	Points Received
Voice rate/volume	2	
Articulation and pronunciation	3	
Game and terms explained thoroughly Had enough information/details	10	
Used notecards (turned in after) including a Works Cited card	2	
Eye contact / body language	3	
Game origin/history	3	
Time compliance (2 pts. per min.)	10	
Cooperative/respectful audience member	3	

	Possible Points	Points Received
Provided correct answer	2	
Asked appropriate questions	2	
TOTAL	40	

1. Question asker for _____

2. Question asker for _____

	Possible Points	Points Received
Poster: Well-planned, neat, organized, easily-seen, referred to	10	
Additional visual used besides poster (half credit for equipment borrowed from PE)	10	
TOTAL	20	

Work ethic in planning, researching, and preparing on class days   0   1   2   3   4   5

TOTAL POINTS _____ / 65   GRADE _____

NOTES:

COMMUNICTIONS
INTERVIEW PROJECT

1.) You will be given ONE of the companies that has agreed to come to school to interview you for a "job." Please note that these jobs are NOT currently available to you.

2.) Once a company has been selected, you will receive a job description and a practice job application form. The practice application form has been marked with a highlighter mark down the entire page. (This will indicate the difference between the practice copy and the final copy later on.)

3.) You will complete the practice job application form and turn it in to me for review. After I have marked all necessary corrections, I will return the practice copy and give you a final job application form to fill out accurately, completely, and neatly with blue or black pen.

4.) We will spend ONE class day in the computer room, where you will research the company you will interview with. You are to find any current information about that company that you can. You may share information with others in the class who are interviewing with the same company.

5.) You are to prepare three (3) questions that you could ask during the interview. A copy of these questions must be turned into me prior to your interview. These questions should be of good quality. See your notes for examples.

6.) Your appearance the day of the interview will be important. I am not requiring you to come in a suit and tie or a dress or skirt. You should be dressed neatly; no tears in your clothes or T-shirts with sayings on them. (The interviewer may include your appearance as part of his/her evaluation process.)

7.) Arrive at your interview at least 3 minutes prior to the scheduled time. Make sure that you have all the materials you need with you for your interview.

8.) You and the interviewer will be in a room by yourselves. NO one else will watch your interview. The interviewer will use his/her own criteria for hiring to evaluate your interview. The interviewer will be given a ranking sheet to indicate his/her evaluation of your interview compared to that of the other students in this class who interviewed with the interviewer as well.

9.) After your interview, you will be required to bring in and complete a thank-you note for your interviewer. I will mail all the thank-you notes out together.

COMMUNICATIONS
INTERVIEW PROJECT RUBRIC

Name _____

Date of Interview _____ Interviewed with _____

	Possible Points	Points Received
Job application (neatness, completeness, accuracy)	10	
Company research:		
Effective use of class time researching	5	
Prepared questions on company to ask during interview	5	
"Job performance review":		
Effort during ENTIRE unit (on-task daily, enthusiasm)	5	
Materials needed for interview prepared	5	
Appearance on day of interview	5	
On time for interview	5	
Interview **(ranking based on interviewer's criteria for hiring; see point chart below)**	20	
Thank-you note:		
Brought one in from home	9	
Wrote out and mailed	1	
TOTAL	70	

Point chart
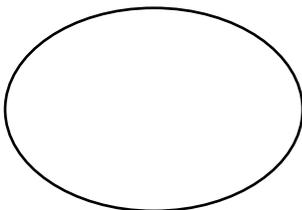Top candidate / 1st-place/choice = 20
2nd-place/choice = 18
3rd-place/choice = 15
4th-place/choice = 12
Would not hire / poor interview = 10
Did not interview = 0

GRADE:

NOTES:

COMMUNICATIONS
DISNEY GROUP PROJECT

You will be working in groups of 3. You will be selecting a division of Disney to cover in a group presentation. Ideas might include: the Magic Kingdom, other parks, hotels, cruise ships, characters, animated movies, etc. Each person in the group will pick one area from your division on which to report.

- You will need to have a title slide for the group.
- Each person will be required to complete 3 (and only 3) presentation slides on his/her area. Be sure that everyone's slides follow the same pattern.
- Each person will have 3 minutes to speak, for a total of 9 minutes for the group.
- You will need to have a printout (handouts) of your entire group project.

Group Members' Names _____

What Disney division will you be covering for your project?

What three areas will be covered, and by whom?

Explain **IN DETAIL** what each person will be covering in his/her presentation.

COMMUNICATIONS
DISNEY GROUP PROJECT RUBRIC

Group Members' Names _____

Disney Topic _____

	Possible Points	Points Received	Points Received	Points Received
Group Members' Names				
Plan was complete and accurate in what was said in presentation	5			
Effectively and wisely used class time in preparing days prior with group	5			
Presented on date scheduled **with group**	2			
All materials were ready and present on day of presentation	4			
Voice rate, articulation, pronunciation	2			
Eye contact, body language	2			
Oral presentation: organized and persuasive, knew speech, explained topic selected only, appropriate amount of information included, included introduction (first presenter) AND summary (last presenter), did not read slides	5			
Used notecards as reference only and turned in at end of presentation	2			
Turned in Works Cited card	2			
Complied with time limit (6 minutes as group . . . 2 minutes per person)	2			
Appropriate audience behavior	2			
Visual aids:				
Had title slide (1 per group)	2			
3 slides per person (eye-catching, clear, well-planned, good colors, referred to, neat, correct spelling and grammar, easy to read), speech not written on slides, turned in printed handouts	10			
TOTAL	45			

NOTES:

COMMUNICTIONS
FINAL PROJECT

Your topic must be approved by me prior to presentation. The same topic CANNOT be presented by more than one person. You may not repeat a topic that you have already presented in class.

The following items will be evaluated:

- Voice: Tone, Pitch, Rate, Pronunciation, Articulation
- Eye Contact (with everyone, not just me)
- Body Language/Posture

- Notecards: must be used during presentation, and need to be prepared prior and **turned in** after presentation. (Index cards are in the basket!)

- Outline: must be written/typed in proper format detailing your presentation. It must be prepared and turned in **prior to your presentation.** I must have your outline to follow along while you are presenting.

- Visuals: you must have *at least two different kinds* of visual aids for this presentation. They must be appropriate, clearly seen by entire audience, neat with correct spelling/ punctuation, and explained/used during presentation. If you use PowerPoint, you MUST turn in a printout of your slides . . . minimum 6 per page.

- Time: 6 minutes mandatory! Plan your time accordingly. I will use a timer and stop you after 8 minutes. I will give you a 1-minute warning when you reach 7 minutes.

- Your audience participation/behavior/attendance on all of the days of presentations will be factored into your grade.

- Topic preparation and research in class prior to presentation (on-task time) will be included in your final project grade.

You MUST present on your scheduled date. Schedules will be posted in the room.

Work hard and use your time efficiently. This will be your final exam grade!

COMMUNICTIONS
FINAL PROJECT RUBRIC

Name _____ Grade _____ / 100

Topic _____

Case study completed and turned in		1	2	3	4	5

Topic turned in and approved by teacher prior to presentation	0	2	

Ready with materials and rubric and presented on date selected/scheduled	0		5

Voice: tone / pitch / rate (speed)	1	2

Pronunciation/articulation	1	3	5

Eye contact	1	2

Body language / posture	1	2

Notecards: prepared prior, used in presentation, index cards written on, used as reference only, turned in immediately after presentation	0	1	2

Index card(s) listing all Works Cited, turned in with outline prior	0	1	5

Outline: prepared prior, neat, in pen or typed, on good paper, turned in prior, correct format, followed, complete and accurate Date received _____	1	2	3	4	5

Topic knowledge: didn't read project, knew presentation, explained terms	1	2	3	4	5

Included appropriate information/facts/history/biography/instructions	1	2	3	4	5

Visuals: at least two different types, proper spelling/grammar, explained, appropriate, helped presentation

1	3	6
9	12	15

Printout of slides from PowerPoint/Prezi: min. 6 per page, turned in prior	0	5

Time: length of presentation required 6 minutes	1	2	3	4	5

Audience participation/behavior/etiquette/attendance
* points earned **during** all final presentations

3	5
7	10

Presentation preparation/research/on-task time
* points earned during classes **prior to** final presentations

5
10
15
20

NOTES: