GEORGIA | PEACH STATE PATHWAYS

Career, Technical, & Agricultural Education

FOUNDATION SKILLS

PATHWAY: All Pathways

COURSE: All CTAE Courses

UNIT 3.3:   Oral Communication

✅ INTRODUCTION

Annotation: Briefly describe the unit topics, tasks, methods, etc.

Students will learn about various methods of oral communication, as well as the suggested steps for planning an oral presentation. Students will also practice good delivery methods. Upon completion of this unit, students should be able to develop and deliver an oral presentation on a career of their choice.

Grade(s):

X	9th
X	10th
X	11th
X	12th

Time: Five 50 minute periods.

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Students with Disabilities:

For students with disabilities, the instructor should refer to the student's IEP to be sure that the accommodations specified are being provided. Instructors should also familiarize themselves with the provisions of Behavior Intervention Plans that may be part of a student's IEP. Frequent consultation with a student's special education instructor will be beneficial in providing appropriate differentiation.

FOCUS STANDARDS

GPS Focus Standards: Please list the standard and elements covered.

CTAE-FS-3 Communications: Learners use various communication skills in expressing and interpreting information.

National / Local Standards / Industry / ISTE:

ESS02 Communications: Use oral and written communication skills in creating, expressing and interpreting information and ideas including technical terminology and information.

UNDERSTANDINGS & GOALS

Enduring Understandings: Enduring understandings are statements summarizing important ideas and have lasting value beyond the classroom. They synthesize what students should understand – not just know.

- Students understand that the ability to communicate orally is an important skill which they will use both on the job and in everyday life.

Essential Questions: Essential questions probe for deeper meaning and understanding while fostering the development of critical thinking and problem-solving skills. Example: Why is life-long learning important in the modern workplace?

- Why are oral communication skills vital for career success?
- Why is it important to analyze the audience before preparing a presentation?
- How can a speaker establish credibility with the audience?
- How can visual aids help or hurt a presentation?

Knowledge from this Unit: Factual information.

- Students will recall the key concepts of oral communication.
- Students will define the three elements of oral communication.
- Students will list the steps of planning an oral presentation.
- Students will recall information about the career they choose to explore.

Skills from this Unit: Performance.

- Students will improve oral communication delivery skills.
- Students will design a presentation outline using the nine steps of planning an oral presentation.
- Students will be able to describe the strengths and weaknesses of oral presentations.

✔ ASSESSMENT(S)

Assessment Method Type: Select one or more of the following. Please consider the type(s) of differentiated instruction you will be using in the classroom.

_____	Pre-test
__X__	Objective assessment - multiple-choice, true- false, etc.
	__ Quizzes/Tests
	_X_ Unit test
_____	Group project
_____	Individual project
_____	Self-assessment - May include practice quizzes, games, simulations, checklists, etc.
	__ Self-check rubrics
	__ Self-check during writing/planning process
	__ Journal reflections on concepts, personal experiences and impact on one's life
	__ Reflect on evaluations of work from teachers, business partners, and competition judges
	__ Academic prompts
	__ Practice quizzes/tests
_____	Subjective assessment/Informal observations
	__ Essay tests
	__ Observe students working with partners
	__ Observe students role playing
_____	Peer-assessment
	__ Peer editing & commentary of products/projects/presentations using rubrics
	__ Peer editing and/or critiquing
_____	Dialogue and Discussion
	__ Student/teacher conferences
	__ Partner and small group discussions
	__ Whole group discussions
	__ Interaction with/feedback from community members/speakers and business partners
_____	Constructed Responses
	__ Chart good reading/writing/listening/speaking habits
	__ Application of skills to real-life situations/scenarios
__X__	Post-test

Assessment(s) Title: Oral Communication Test

Assessment(s) Description/Directions:

Administer test to students at the end of the unit.

Attachments for Assessment(s): Please list.

Oral Communication Test

Grading Criteria	Superior 5	Excellent 4	Good 3	Fair 2	Poor 1
Organization					
Quality of Information					
Grammar & Spelling					
Interest Level					
Speaking & Eye Contact					
Team Participation					

Superior – Meets all requirements; exhaustive coverage; completely understands problem and ability to apply solution; shows originality; few grammatical errors.

Excellent – Meets all requirements of task; well defined and documented; excellent understanding and ability to apply solution; shows evidence of creativity; few errors.

Good – Meets requirements; fairly well planned and documented; shows an understanding and ability to apply data to the solution of new problems; could show more evidence of creativity and more details; some grammatical/mechanical errors.

Fair – Uneven work; meets some requirements; poor coverage; little understanding and ability to apply data to problem solving; needs to improve in significant areas; many grammatical/mechanical errors.

Poor – Meets few if any requirements; little understanding and little application of solution; grammatical/mechanical errors significant.

LEARNING EXPERIENCES

Instructional planning: Include lessons, activities and other learning experiences in this section with a brief description of the activities to ensure student acquisition of the knowledge and skills addressed in the standards. Complete the sequence of instruction for each lesson/task in the unit.

Sequence of Instruction

1. Identify the Standards. Standards should be posted in the classroom for each lesson.

CTAE-FS-3 Communications: Learners use various communication skills in expressing and interpreting information.

2. Review Essential Questions.

- Why are oral communication skills vital for career success?

- Why is it important to analyze the audience before preparing a presentation?

- How can a speaker establish credibility with the audience?

- How can visual aids help or hurt a presentation?

3. Identify and review the unit vocabulary.

> Chronological
>
> Extemporaneous
>
> Impromptu
>
> Spatial
>
> Topical

4. Lesson

I. What is oral communication?

1. The expression of ideas and information, as well as influencing others through the spoken word

   a. Can also include nonverbal communication

2. Oral communication skills are Important for any career, whether you use it in informal conversations or business presentations

II. Key concepts

1. Speaker: the person giving the presentation

2. Message: what you want the audience to know

3. Channel: the way you communicate information; speech, DVD, demonstration, etc.

4. Receiver: audience

5. Feedback: visual and audible clues from the audience that help you determine how to proceed with your presentation

6. Noise: distractions from your message; can be external or produced by the speaker

7. Context: environment, attitudes and beliefs of audience, nature of the times

III. Elements of oral communication

1. Content: information conveyed in presentation

   a. What are you trying to say? Why does it matter?

2. Organization: structure of presentation

   a. Introduction, body, conclusion

   b. Organizational pattern

3. Delivery: means of communication

   a. Verbal or nonverbal channels

IV. Steps of Oral Communication Preparation

1. Determine a general purpose
    a. Inform: provide information about objects, processes, events, concepts
    b. Persuade: attempt to change attitude or behavior of audience about questions of fact, value, or policy
    c. Entertain/move: toast or a eulogy
2. Analyze the audience
    a. Relate your message to your audience's knowledge, beliefs, and interests
    b. Study demographic data
    c. Consider size, setting, and prior disposition toward the topic and yourself
    d. Important to present the most relevant information while avoiding offense
3. Choose a specific purpose
    a. Narrow your topic
    b. Ex:
        i. General purpose: inform
        ii. Specific purpose: Provide information about the current issues affecting Georgia agriculture
    c. Should be explicitly stated in introduction
4. Research the topic
    a. Gathering facts, figures, testimony, and examples
    b. Establishes credibility
    c. Competence: speaker's knowledge of subject
    d. Character: speaker's trustworthiness
5. Organize and outline the presentation
    a. Introduction
        i. Attention-getter: can be a rhetorical question, anecdote, quote
        ii. Establish credibility
        iii. Thesis: state the specific purpose of your message
        iv. Preview statement
    b. Body: 2-5 main points
    c. Conclusion
        i. Summary of main points
        ii. Strong concluding statement
    d. Organizational patterns
        i. Chronological: used to narrate a sequence of events or explain a process
        ii. Spatial: follows a directional pattern; left-to-right, top-to-bottom, etc.

              iii.   Topical: categorize main points

              iv.   Cause-effect: introduces a cause and effect(s) of that cause; usually used with persuasive communication

              v.   Problem-solution: introduces a problem and suggests a solution; usually used with persuasive communication

      e. Connectives

            i.   Transitions, internal previews and summaries, signposts

6. Visual aids

    a. Should add to the presentation

    b. Visible to audience

    c. Talk to audience, not visual aid

    d. Explain visual aids to audience

    e. Can be PowerPoint, graph, chart, DVD, transparency, people, etc.

7. Practice

    a. Delivery methods

            i.   Manuscript: reading word-for-word; used when precision is important

            ii.   Memorization: used with short presentations, such as a wedding toast

            iii.   Extemporaneous: structured and flexible; uses note cards for important points

            iv.   Impromptu: involves little to no practice; giving directions, speaking in class

    b. Be sure to practice using visual aids

    c. Time your presentation to avoid going over or under a time limit

8. Delivery

    a. Voice: volume, pitch, pauses, articulation, pronunciation

    b. The audience perceives 60% of the meaning of a presentation from nonverbal cues

            i.   Gestures, eye contact, posture, facial expressions

            ii.   Physical appearance: appropriate clothing, well-groomed

            iii.   Environment: layout of the room, lighting, noise, visual aids

            iv.   Being late and rushing through presentation

9. Assessment

    a. Ask for feedback from audience

    b. Look for strengths and weaknesses or your presentation

4. Assessment Activity.

5. Performance Task.

Attachments for Learning Experiences: Please list.

Oral Communication Presentation

Oral Communication Test

Notes & Reflections: May include notes to the teacher, pre-requisite knowledge & skills, suggestions, etc.
- This activity may be a major eight to ten week project, at the discretion of the teacher.
- Have access to Internet resources or hard copy resources on business writing.
- Have access to MLA Style writing for research papers.
- Have a list of careers that students can select to research.

CULMINATING PERFORMANCE TASK (Optional)

Culminating Unit Performance Task Title: Communications Skills – Job Search

Culminating Unit Performance Task Description/Directions/Differentiated Instruction:

1. Select a job or career that you feel you would like to research. This career must be of such scope that you can find adequate information.

2. Find the following information on the selected career.
   a. Where is the home base of the company?
   b. What is the scope of the company/business? How many are there?
   c. How did the company start?
   d. What is the primary function of the company/business?
   e. What is the process to become employed in this business? (Resume, education, special skills, etc.)
   f. What educational background is needed to get this job?
   g. What is the salary/wage range?
   h. What is the geographical location of where you are working?

3. Prepare a resume.

4. Write the following letters:
   a. Letter of application to an individual
   b. Letter of application to an employment agency
   c. Letter for your website stating your interest, qualifications, etc.

   The following letters are optional activities to be completed at the teacher's direction:
   d. Memo to a colleague about a problem on the job
   e. Descriptive letter to a friend about the job

      f.   Narrative letter to a relative about the job

      g.   Persuasive formal block business letter to your boss requesting a pay raise

      h.   Encourage a friend to enter this occupation

5.   Prepare a research paper on the chosen career. Be sure to include:

      a.   Cover letter

      b.   Title page

      c.   Table of contents

      d.   Body

      e.   Illustrations

      f.   Letters

      g.   Works cited (using the MLA style)

6.   Make a five minute presentation to the class on the chosen career.

Attachments for Culminating Performance Task: Please list.

Rubric for Research Paper

SCORING	Company/Job	Written Sub-Parts	Grammar	Format of Paper
0	Not Done	Not Done	Not Done	Not Done
1	Job stated but no company given	One item	Extremely poor, no cohesiveness	Did not follow directions
2	Job and company stated but no follow up	Two items submitted	Some formation of paragraphing, and/or portfolio but sloppily done	Parts are put together wrong
3	Job and company found but minimal follow-up	Three items submitted	A fair attempt, good grammar and sentence structure	60% followed
4	Job and company found, founder, home base given but missing some information	Four items submitted	Most grammar and sentencing done above average	80% followed
5	All information concerning company and job found	All letters, memos, and business letters submitted	No grammatical errors	100% followed

Rubric for Presentation

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Organization					
Interest Level					
Speaking & Eye Contact					

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UNIT RESOURCES

Web Resources: Web sites that contain career information.

Attachment(s):

Materials & Equipment:

What 21st Century Technology was used in this unit:

[X] Slide Show Software	[ ] Graphing Software	[ ] Audio File(s)
[ ] Interactive Whiteboard	[ ] Calculator	[ ] Graphic Organizer
[ ] Student Response System	[ ] Desktop Publishing	[ ] Image File(s)
[ ] Web Design Software	[ ] Blog	[ ] Video
[ ] Animation Software	[ ] Wiki	[ ] Electronic Game or Puzzle Maker
[ ] Email	[X] Website	