



Course Outline

Course Title:	Presentation And Speaking Skills
Department:	English
Grade Level:	Grade 11
Course Code:	EPS3O
Developed from:	English, The Ontario Curriculum, Grades 11 and 12, 2007 (Revised)
Prerequisite:	English, Grade 10, Academic or Applied
Credits:	1.0
Developed by:	George Vanderkuur
Development Year:	October 2019
Reviewed By:	Alex Chen
Review Date:	October 2020
Hours:	110

Course Description/Rational

This course emphasizes the knowledge and skills required to plan and make effective presentations and to speak effectively in both formal and informal contexts, using such forms as reports, speeches, debates, panel discussions, storytelling, recitations, interviews, and multimedia presentations. Students will research and analyse the content and characteristics of convincing speeches and the techniques of effective speakers; design and rehearse presentations for a variety of purposes and audiences; select and use visual and technological aids to enhance their message; and assess the effectiveness of their own and others' presentations

Unit Title, Description, and Timing

Unit	Title	Unit Overview	Time
Unit 1	Emphasis	In this unit, students develop the foundation of speaking skills by practicing emphasis in speech. They will also learn foundational presentation knowledge such as types of presentations and audience analysis.	21h
Unit 2	Presentation Aids	In this unit, students will focus on creating effective visual aids for presentations, such as PowerPoints, props, and graphics. They will continue developing foundational presentation knowledge, such as audience engagement and rehearsal.	18h
Unit 3	Informative Presentations	Now that students have laid the foundation for presentation skills, they will focus on informative presentations in this unit. They will develop research and summary skills for their informative presentation.	15h
Unit 4	Persuasive Presentations	To build on informative presentations, students will do a persuasive presentation next. They will develop persuasion skills and team work skills to develop a group persuasive presentation.	15h
Unit 5	Video Presentations	In this unit, students will focus on the medium of video to deliver a presentation. They will also learn about more advanced presentation skills such as body language.	15h
Unit 6	Impromptu Presentations	In this unit, students will learn about how to build influence outside of a presentation, as well as how to be a good audience member through effective listening.	24h
Unit 7	Final Evaluation	Students will use all the skills and knowledge they learned from the course to do a Ted Talk. Students will also write a final exam.	6h
Total	114 Hours		

Overall Curriculum Expectations

A) Understanding Presentations

By the end of this course, students will:

1. Identifying Elements of Effective Presentations: identify and analyse the characteristics of effective presentations;
2. Assessing Presentations: produce critical assessments of a variety of presentations.

B) Making Presentations

By the end of this course, students will:

1. Planning Presentations: plan presentations for specific purposes and audiences;
2. Delivering Presentations: communicate orally for a variety of purposes and audiences, using the forms, language, and techniques of effective oral presentations;
3. Reflecting on Presentation Skills and Strategies: reflect on the skills they have acquired in preparing, delivering, and responding to presentations. Self-Interest and Interdependence

Teaching & Learning Strategies

Since the over-riding aim of this course is to help students use language skilfully, confidently and flexibly, a wide variety of instructional strategies are used to provide learning opportunities to accommodate a variety of learning styles, interests and ability levels. These include:

Positive incorporations for ESL needs	Independent research	Reporting written/oral/media
Multimedia production	Story mapping	Expressing another point of view
Active learning strategies	Writing processes	Guided writing
Whole class discussions	Portfolio	Diagnostic assessments
Conferencing	Independent reading	Formative assessments
Interviews	Media analysis	Summative assessments
Mentoring	Reading responses	
Brainstorming	Creative writing	

Assessment FOR, AS, and OF learning Strategies

Diagnostic Assessment (For) is the process of gathering evidence of student learning prior to commencing instruction. This information is useful for planning instruction, and in particular for individualizing program delivery. It is not used to determine student achievement levels.

Implementation Strategy

- Pre-test strategies
- Conference with teacher to assess knowledge, understanding, and growth
- Verbal, Reading, Writing task
- Ongoing monitoring of student performance

Formative assessment (As) is the process of gathering information during the learning process. It involves constructive and specific feedback to students aimed to improve learning. This evidence may be used for determining a grade/level when there is insufficient evidence from summative assessments. Implementation Strategy

- Learning expectations and criteria for assessment communicated in advance
- Frequent quizzes to provide feedback and monitor learning
- Classroom observation with teacher feedback to student
- Rubrics to clarify expectations and levels of achievement
- Discussion of achievement chart relation to a specific expectations
- Ongoing and descriptive feedback on learning to help establish goals for improvement
- Peer assessment used as formative feedback
- Student portfolios to demonstrate growth over time
- Examples and models to assist in understanding how to achieve excellence

Summative assessment (Of) may occur throughout a course. Summative assessment is designed to allow students to demonstrate achievement toward the expectations of a course. It forms the primary basis for establishing the report card levels of achievement.

Implementation Strategy

- Summative tests to conclude each unit
- Rich writing/presentation project
- Determination of grading levels for formal reporting purposes should reflect performance on summative tasks and level grades will reflect most consistent level of achievement
- Final cumulative presentation and written exam

Evaluation

Evaluation will be based on the provincial curriculum expectations and the achievement levels outlined in the curriculum document. Student achievement of the learning expectations will be evaluated according to the following breakdown.

Categories of the Achievement Chart		Weighting
Knowledge / Understanding	Knowledge of forms of texts (e.g., novels, plays, essays, poems), conventions, terminology, and strategies (e.g., for reading and writing) Understanding of information, ideas, concepts, and themes Understanding of relationships among facts, ideas, concepts, and themes Understanding of the uses and effect of rhetorical elements (e.g., stylistic devices, voice) in literary and informational texts	25%
Thinking/ Inquiry / Problem Solving	Critical and creative thinking skills (e.g., reflecting, analysing, hypothesizing, explaining) Inquiry skills (e.g., formulating questions; planning; selecting strategies and resources; analysing, interpreting, and assessing information; forming conclusions)	25%
Communication	Communication of information and ideas (e.g., through logical organization) Communication for different audiences and purposes (e.g., choice of language and style) Use of various forms of communication (e.g., essays, narratives, debates, poems, reports)	25%
Application	Application of required language conventions (e.g., grammar, usage, spelling, punctuation) Application of oral communication and media conventions and techniques Application of reading strategies (e.g., rereading closely to identify specific information, scanning, using cues from context) Application of the writing process (e.g., choice of topic, revision, use of resources) Application of technology (e.g., choice of tools and software, ethical use) Making connections (e.g., between English and other subjects, between English and the world outside the school, and between experiences and texts)	25%
Total	100%	

Final Mark

The percentage grade represents the quality of the student's overall achievement of the expectations for the course and reflects the corresponding level of achievement as described in the achievement chart for English.

70% of the grade will be based upon evaluations conducted throughout the course. This portion of the grade will reflect the student's most consistent level of achievement throughout the course, although special consideration will be given to more recent evidence of achievement.

30% of the grade will be based on a final evaluation. At least 20% of the evaluation will be a formal examination. The other 10% may be any one of a variety of assessment tools that suit the students learning style.

Program Planning Considerations for EPS30:

The Role of Technology in the Curriculum. Information and communications technologies (ICT) provide a range of tools that can significantly extend and enrich teachers' instructional strategies and support students' language learning. ICT tools include multimedia resources, databases, Internet websites, digital cameras, and word-processing programs. Tools such as these can help students to collect, organize, and sort the data they gather and to write, edit, and present reports on their findings. Information and communications technologies can also be used to connect students to other schools, at home and abroad, and to bring the global community into the virtual classroom.

English As a Second Language and English Literacy Development (ESL/ELD). Research has shown that it takes five to seven years for most English language learners to catch up to their English-speaking peers in their ability to use English for academic purposes. Moreover, the older the children are when they arrive, the greater the language knowledge and skills that they have to catch up on, and the more direct support they require from their teachers. Responsibility for students' English-language development is shared by the course teacher, the ESL/ELD teacher (where available), and other school staff. Volunteers and peers may also be helpful in supporting English language learners in the language classroom. Teachers must adapt the instructional program in order to facilitate the success of these students in their classrooms. Appropriate adaptations include:

1. Modification of some or all of the subject expectations so that they are challenging but attainable for the learner at his or her present level of English proficiency, given the necessary support from the teacher;
2. Use of a variety of instructional strategies (e.g., extensive use of visual cues, graphic organizers, scaffolding; previewing of textbooks, pre-teaching of key vocabulary; peer tutoring; strategic use of students' first languages);
3. Use of a variety of learning resources (e.g., visual material, simplified text, bilingual dictionaries, and materials that reflect cultural diversity);
4. Use of assessment accommodations (e.g., granting of extra time; use of oral interviews, demonstrations or visual representations, or tasks requiring completion of graphic organizers or cloze sentences instead of essay questions and other assessment tasks that depend heavily on proficiency in English).
5. Emphasize specific expectations, stress key words, write main ideas on board, and repeat when necessary
6. Use a variety of visuals including charts, diagrams, and images to support comprehension
7. Ask questions clearly, modify speaking to ensure comprehension
8. Be understanding and recognize different learning styles and approaches
9. Provide detailed assignments with clear expectations

Note: When learning expectations in any course are modified for an English language learner (whether the student is enrolled in an ESL or ELD course or not), this information must be clearly indicated on the student's report card. This English course can provide a wide range of options to address the needs of ESL/ELD students. Detailed analysis of the components of sentences aid ESL students in mastering the English language and all of its idiosyncrasies.

Antidiscrimination Education in the English Program Learning resources that reflect the broad range of students' interests, backgrounds, cultures, and experiences are an important aspect of an inclusive English program. In such a program, learning materials involve protagonists of both sexes from a wide variety of backgrounds. Teachers

routinely use materials that reflect the diversity of Canadian and world cultures, including those of contemporary First Nations, Métis, and Inuit peoples, and make them available to students.

Literacy, Mathematical Literacy, and Inquiry/Research Skills Literacy, mathematical literacy, and inquiry/research skills are critical to students' success in all subjects of the curriculum and in all areas of their lives. The acquisition and development of literacy skills is clearly the focus of the English curriculum, but the English program also builds on, reinforces, and enhances mathematical literacy. For example, clear, concise communication often involves the use of diagrams, charts, tables, and graphs, and the English curriculum emphasizes students' ability to interpret and use graphic texts. Inquiry is at the heart of learning in all subject areas. In English courses, students are encouraged to develop their ability to ask questions and to explore a variety of possible answers to those questions. As they advance through the grades, they acquire the skills to locate relevant information from a variety of sources, such as books, newspapers, dictionaries, encyclopaedias, interviews, videos, and the Internet. The questioning they practiced in the early grades becomes more sophisticated as they learn that all sources of information have a particular point of view and that the recipient of the information has a responsibility to evaluate it, determine its validity and relevance, and use it in appropriate ways. The ability to locate, question, and validate information allows a student to become an independent, lifelong learner.

The Ontario Skills Passport and Essential Skills <http://www.skills.edu.gov.on.ca/OSP2Web/EDU/Welcome.xhtml>
Teachers planning programs in English studies need to be aware of the purpose and benefits of the Ontario Skills Passport (OSP). The skills described in the OSP are the essential skills that the Government of Canada and other national and international agencies have identified and validated, through extensive research, as the skills needed for work, learning, and life. Essential skills provide the foundation for learning all other skills and enable people to evolve with their jobs and adapt to workplace change.

Resources:

Ted Talks

YouTube Videos

ACHIEVEMENT CHART – GRADES 11 AND 12, ENGLISH

Category	50-59% (Level 1)	60-69% (Level 2)	70-79% (Level 3)	80-100% (Level 4)
Knowledge/ Understanding	The student:			
Knowledge of content (e.g., forms of text; strategies used when listening and speaking, reading, writing, and viewing and representing; elements of style; literary terminology, concepts, and theories; language conventions)	Demonstrates limited knowledge of content	Demonstrates some knowledge of content	Demonstrates considerable knowledge of content	Demonstrates thorough knowledge of content
Understanding of content (e.g., concepts, ideas, opinions, relationships among facts, ideas, concepts, and themes)	Demonstrates limited understanding of content	Demonstrates some understanding of content	Demonstrates considerable understanding of content	Demonstrates thorough understanding of content
Thinking/ Inquiry	The student:			
Use of planning skills (e.g., generating ideas, gathering information, focusing research, organizing information)	Uses planning skills with limited effectiveness	Uses planning skills with some effectiveness	Uses planning skills with considerable effectiveness	Uses planning skills with a high degree of effectiveness
Use of processing skills (e.g., drawing inferences, interpreting, analyzing, synthesizing, evaluating)	Uses processing skills with limited effectiveness	Uses processing skills with some effectiveness	Uses processing skills with considerable effectiveness	Uses processing skills with a high degree of effectiveness
Use of critical/creative thinking processes (e.g., oral discourse, research, critical analysis, critical literacy, metacognition, creative process)	Uses critical/creative thinking processes with limited effectiveness	Uses critical/creative thinking processes with some effectiveness	Uses critical/creative thinking processes with considerable effectiveness	Uses critical/creative thinking processes with a high degree of effectiveness
Communication	The student:			
Expression and organization of ideas and information (e.g., clear expression, logical organization) in oral, graphic, and written forms including media forms	Expresses and organizes ideas and information with limited effectiveness	Expresses and organizes ideas and information with some effectiveness	Expresses and organizes ideas and information with considerable effectiveness	Expresses and organizes ideas and information with a high degree of effectiveness

Communication for different audiences and purposes (e.g., use of appropriate style, voice, points of view) in oral, graphic, and written forms, including media forms	Communicates for different audiences and purposes with limited effectiveness	Communicates for different audiences with some effectiveness	Communicates for different audiences with considerable effectiveness	Communicates with different audiences and purposes with a high degree of effectiveness
Use of conventions (e.g., grammar, spelling, punctuation, usage) vocabulary, and terminology of the discipline in oral, graphic, and written forms, including media forms	Uses conventions, vocabulary, and terminology of the discipline with limited effectiveness	Uses conventions, vocabulary, and terminology of the discipline with some effectiveness	Uses conventions, vocabulary, and terminology of the discipline with considerable effectiveness	Uses conventions, vocabulary, and terminology of the discipline with a high degree of effectiveness
Application	The student:			
Application of knowledge and skills (e.g., literacy strategies and processes, literary terminology, concepts, and theories) in familiar contexts	Applies knowledge and skills in familiar contexts with limited effectiveness	Applies knowledge and skills in familiar contexts with some effectiveness	Applies knowledge and skills in familiar contexts with considerable effectiveness	Applies knowledge and skills in familiar contexts with a high degree of effectiveness
Transfer of knowledge and skills (e.g., literary strategies and processes, literary terminology, concepts, and theories) to new contexts	Transfers knowledge and skills to new contexts with limited effectiveness	Transfers knowledge and skills to new contexts with some effectiveness	Transfers knowledge and skills to new contexts with considerable effectiveness	Transfers knowledge and skills to new contexts with a high degree of effectiveness
Making connections within and between various contexts (e.g., between the text and personal knowledge and experience, other texts, and the world outside school)	Makes connections within and between various contexts with limited effectiveness	Makes connections within and between various contexts with some effectiveness	Makes connections within and between various contexts with considerable effectiveness	Makes connections within and between various contexts with a high degree of effectiveness