

PROJECT PLANNER- ELA & South Carolina Ted Talk Speeches (PROJECT BASED LEARNING)

1. Project Overview

Project Title	"Ted Talks" ELA/SS focus	Public Product(s) (Individual and Team) and Rubrics	Students will present their ted talks in small groups of 4-5 students at a time. Students will rotate into two or three groups during a single class period. Students will complete a peer feedback form as well as a self reflection.
Driving Question	What compelling South Carolina History topic do I want to research? (Becoming an expert) Combining ELA and South Carolina History		
Grade Level/ Subject	8th grade ELA/SS		
Time Frame	2 weeks, 10 class periods (roughly)		
Project Summary	<p>Students will be able to create their own Ted-Ed Social Studies talk which will build critical South Carolina History knowledge, problem solving skills, and public speaking skills</p> <p>I can formulate a topic based on my interests and develop three questions to guide my research. I can use research skills to find and organize information from a variety of sources on my topic. I can distinguish between credible and non-credible sources. I can introduce the topic of my presentation in a way that grabs my audiences attention. I can write a persuasive speech with organization that makes sense to the audience. I can present my topic in a logical manner that helps my audience understand. I can reflect on my experiences as a learner through metacognitive questioning.</p>		

2. Learning Goals

Standards	<p>8-RI.7 Research events, topics, ideas, or concepts through multiple media, formats, and in visual, auditory, and kinesthetic modalities.</p> <p>8-I.3.3 Gather information from a variety of primary and secondary sources and evaluate sources for perspective, validity, and bias.</p> <p>8-RI.11.2 Analyze and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.</p>	Voice and Choice	Students will have a choice in their South Carolina History topics and will be able to present their learning in front of a small group of audience and experts (SS teachers). Students will be able to choose their design elements, visuals and information presented through their Google Slides presentation.
Critique & Revision	There will be several opportunities for students for peer critiques, self reactions and revision. See attached.	Success Skills	Critical thinking, collaboration, self-management, inquiry, presentation
Key Student Vocabulary	Question, research, inquiry, collaboration, reflection, feedback, critique, assess, paraphrase, direct quotes, create, process	Sustained Inquiry	This entire Ted Talk unit is centered around student inquiry. Students will create research questions, assess knowledge, create driving questions, inquire, debate, discuss, create a presentation, become an expert and present their learning to an authentic audience.

3. Project Milestones

Directions: Use this section to create a high-level overview of your project. Think of this as the broad outline of the story of your project, with the milestones representing the significant 'moments' or 'stages' within the story. As you develop these, consider how the inquiry process is unfolding and what learning will take place. The Project Calendar (Section 4) will allow you to build out the milestones in greater detail.

<p>Milestone #1 Choosing a topic Students will choose their topic that has a South Carolina History focus and get it approved by me.</p>	<p>Milestone #2 Research and Inquiry Students will create research questions, conduct their own research, gather credible sources, create paraphrases and cite direct quotes.</p>	<p>Milestone #3 Writing the meat of the speech Students will be creating claims, providing reasons and discussing evidence from their research as the bulk of their speech.</p>	<p>Milestone #4 Writing the hook of the speech Students will be doing extensive research on Ted Talk Hooks to come up with a way to hook in their audience, something compelling.</p>	<p>Milestone #5 Revision & Reflection Students will be reflection and revising through the whole process of this Ted Talk unit. Students will have time each day to reflect and revise on their work through small group conferences with me.</p>	<p>Milestone #6 Public Product Students will be presenting their Ted Talk speeches in front of small groups. The social studies teachers on my team will be signing up for times to come and observe their students during their presentations to ask questions.</p>
<p>Key Student Question</p>	<p>Key Student Question</p>	<p>Key Student Question</p>	<p>Key Student Question</p>	<p>Key Student Question</p>	<p>Key Student Question</p>
<p>Think: What rigorous South Carolina History topic held my attention so far this year?</p>	<p>Think: What am I wondering about my topic? What will others wonder about my topic?</p>	<p>Think: How can I break down my research into small chunks that I can explain in my own words?</p>	<p>Think: How can I best grab my audience's attention?</p>	<p>Think: How do I best learn as a reader? How do I best learn as a writer? In which areas do I need to focus more of my attention?</p>	<p>Think: How can I best showcase my learning? How can I grab the attention of my audience?</p>
<p>Formative Assessment(s)</p>	<p>Formative Assessment(s)</p>	<p>Formative Assessment(s)</p>	<p>Formative Assessment(s)</p>	<p>Formative Assessment(s)</p>	<p>Summative Assessment(s)</p>
<p>Students will be submitting a google form that let's them choose their top 3 ideas that they would like to research further. Their conference with me on this topics will be today's formative assessment.</p>	<p>Students will be filling in a graphic organizer that will capture their research as they move through this process.</p>	<p>Students will have an argument writing model exemplar speech to use a guide as they are writing their own speeches. Students will have small checkpoints along the way to make sure they are keeping pace.</p>	<p>Students will be viewing the first five minutes of 15 ted talk speeches analyzing the way the speaker draws attention to the subject matter of the speech.</p>	<p>Students will be completing self reflections throughout this entire process of Ted Talks. Students will be checking in with me through one on one conferences and small group instruction as milestones.</p>	<p>Students will be scored using the Ted Talk rubric. They will receive a score on their presentation skills as well as the content delivered. There will be a place for students to self reflect at the end of their speech.</p>

<p>DAY 1: Warm up (10 mins): answer persuasive writing prompt.</p> <p>Introduce Project: (10 mins)</p> <ul style="list-style-type: none"> Expectations Go over dates <p><u>Workshop: (40 mins)</u></p> <ul style="list-style-type: none"> Decide on a topic (should have already been decided). <ul style="list-style-type: none"> Think pair share with the person next to you about the topic you are going to choose. Begin completing slides 4 & 5 Complete for homework if not finished <p>Exit Slip: (10 mins)</p> <ol style="list-style-type: none"> How will you begin researching tomorrow? <p>Inquiry: Standard 1: Formulate relevant, self-generated questions based on interests and/or needs that can be investigated. 1.1 Use a recursive process to develop, evaluate, and refine, questions to broaden thinking on a specific idea that directs inquiry for new learning and deeper understanding.</p> <p><i>I can formulate a speech/research topic based on my interests and develop three questions to guide my research.</i></p>	<p>DAY 2: Lesson (10 mins): Writing research questions</p> <p>Workshop (30 mins): Begin planning step 2.</p> <ul style="list-style-type: none"> Rewrite research questions if needed Begin step 2 of researching List of students to conference with today: <p>Exit slip: Write down one fact you learned about your research question</p> <p>(power standard) 3.3 Gather information from a variety of primary and secondary sources and evaluate for perspective, validity, and bias.</p> <p>(power standard) 3.4 Organize and categorize important information; synthesize relevant ideas to build a deeper understanding; communicate new learning; identify implications for future inquiry.</p> <p><i>I can use research skills to find and organize information from a variety of sources on my topic.</i></p>	<p>DAY 3: Turn and talk with your elbow partner about the ted talk you just saw</p> <p>Mini-lesson (20 mins): Google Tips and Tricks; Credible vs non credible sources (brain pop)</p> <p>Workshop (30 mins): researching for step 2</p> <ul style="list-style-type: none"> List of students to conference with today: <p>(Power standard) 3.3 Gather information from a variety of primary and secondary sources and evaluate for perspective, validity, and bias.</p> <p>(power standard) 3.4 Organize and categorize important information; synthesize relevant ideas to build a deeper understanding; communicate new learning; identify implications for future inquiry.</p> <p><i>I can use research skills to find and organize information from a variety of sources on my topic.</i></p> <p><i>I can distinguish between credible and noncredible sources.</i></p>	<p>DAY 4: Workshop (35 mins): continue researching</p> <p>(Power standard) 3.3 Gather information from a variety of primary and secondary sources and evaluate for perspective, validity, and bias.Â</p> <p>(power standard) 3.4 Organize and categorize important information; synthesize relevant ideas to build a deeper understanding; communicate new learning; identify implications for future inquiry.</p> <p><i>I can use research skills to find and organize information from a variety of sources on my topic.</i></p>	<p>DAY 5: Catch up/conference day!</p> <p>I'd like to have local community members join on this day to work with small groups of my students. I would like for the social studies teachers to collaborate with me on finding locals who would be willing to listen to the students' Ted Talk speeches and give advice.</p>
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<p>DAY 6: Mini-lesson (20 mins): TEDTalk Hook- ON TPT IN PURCHASES</p> <p>Workshop (15 mins): Write a hook for your TEDTalk.</p> <p>Workshop day (25 mins): Catch up or begin writing final body paragraphs.</p> <p>(Power standard) 3.3 Gather information from a variety of primary and secondary sources and evaluate for perspective, validity, and bias.Â</p> <p>(power standard) 3.4 Organize and categorize important information; synthesize relevant ideas to build a deeper understanding; communicate new learning; identify implications for future inquiry.</p> <p><i>I can use research skills to find and organize information from a variety of sources on my topic.</i></p>	<p>DAY 7: Warm up (25mins) Watch a TedTalk and do analysis worksheet. https://www.youtube.com/watch?v=arj7oStGLkU</p> <p>Workshop (30mins): Write final body paragraphs/main part of speech</p> <p>(power standard) Standard 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. <u>2.1 Write informative/explanatory texts that: a. introduce a topic; b. use relevant information from multiple print and multimedia sources; c. organize complex ideas, concepts, and information to make connections and distinctions; d. assess the credibility and accuracy of each source; e. include formatting, graphics, and multimedia to aid comprehension as needed; f. develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audienceâ€™s knowledge of the topic; g. quote or paraphrase the data and conclusions of others</u></p>	<p>DAY 8: Warm up (10 mins):Â</p> <p>Workshop (45 mins): Writing your presentation</p> <ul style="list-style-type: none"> List of students to conference with today: <p>Exit slip (5 mins): share your favorite part of your speech so far.</p> <p>Standard 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. 2.1 Write informative/explanatory texts that: a. introduce a topic; b. use relevant information from multiple print and multimedia sources; c. organize complex ideas, concepts, and information to make connections and distinctions; d. assess the credibility and accuracy of each source; e. include formatting, graphics, and multimedia to aid comprehension as needed; f. develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audienceâ€™s knowledge of the topic; g. quote or paraphrase the data and conclusions of others</p>	<p>DAY 9: Peer editing musical chairs (30 mins): https://docs.google.com/presentation/d/10Jcw-AjeXAxu3SqioNX0UGxiNSdOwGy3kUj1vfhHwyc/edit?usp=sharing</p> <p>HW: make any changes to your speech after you talked with your peers.</p> <p>The Post-it note test. Once your speech is locked in, try my Post-it note test. Take a regular size Post-It note and quickly outline the main sections of your talk. It should all fit on one Post-It note â€” if it doesnâ€™t, see if you can combine subsections to make it more simple. Remember the rule of three and focus on the main points you will be transitioning through to produce a fluid and natural speech that entertains and informs. Make sure to carry the Post-it note in my pocket for quick reference as you prepare for a full run through of the talk.</p> <p>Standard 2: Articulate ideas, claims, and perspectives in a logical sequence using information, findings, and credible evidence from sources. 2.1 Present information and findings from multiple authoritative sources; assess the usefulness of each source in</p>	<p>DAY 10: Ted Talk Presentations day #1</p> <p>Standard 2: Articulate ideas, claims, and perspectives in a logical sequence using information, findings, and credible evidence from sources. 2.1 Present information and findings from multiple authoritative sources; assess the usefulness of each source in answering the research question, citing supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning, and the organization, development, substance, and style are appropriate to purpose, audience, and task. 2.2 Distinguish between credible and non-credible sources of information.</p> <p>I can present my topic in a logical manner that helps my audience understand.</p> <p>Day 11: Final presentations and reflection day</p> <ol style="list-style-type: none"> Reflection questions Watch TED Talks if we finish early
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	<p>while avoiding plagiarism and following a standard format for citation; h. develop and</p> <p><i>I can introduce the topic of my presentation in a way that grabs my audience's attention.</i></p>	<p>while avoiding plagiarism and following a standard format for citation; h. develop and</p> <p><i>I can write an informational speech with an organization that makes sense to the audience.</i></p>	<p>question, citing supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning, and the organization, development, substance, and style are appropriate to purpose, audience, and task. 2.2 Distinguish between credible and non-credible sources of information.</p> <p>I can present my topic in a logical manner that helps my audience understand.</p>	<p>I can reflect on my experiences as a learner through metacognitive questioning.</p>
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5. Lesson Planner (Supporting Resource)

How to use the document: This planner offers guidance on how you might plan your **daily lessons** in the project calendar. Pick and choose what feels necessary to achieve the learning outcome and advance product development for all students. **You must include the items with an ***

- I. CHECKING PRIOR KNOWLEDGE** Identify how you will inventory student knowledge ahead of the task, lesson, or activity. (e.g., previous day's exit tickets, warm-up activity, need to know list review, quiz, class discussion, etc.)
- II. LEARNING OUTCOME*** These can be related to success skills or standards. If your district uses a graduate profile or career pathway outcomes, include relevant outcomes here as well.
- III. KEY VOCABULARY** Note which terms or academic vocabulary will be essential to this lesson. If you serve English language learners, consider what additional vocabulary might be necessary for them to access the content/skills during the instructional activities.
- IV. FORMATIVE ASSESSMENT*** For each lesson, consider which assessment type best measures the learning outcome. For example, a quiz may be the best way to check for understanding of key terms while an annotated sketch might be best for determining student understanding of how the key terms fit together. In some cases, your assessment may be informal, such as an exit ticket, or more formal, as in a rough draft. Finally, when planning your formative assessment, diversify who is doing the assessment. Include self, peer, and teacher assessment opportunities, as appropriate for the age group. When possible, have external partners or end users provide feedback to improve or guide the work. You must include at least two formative assessment opportunities for students in your unit.
- V. MAJOR INSTRUCTIONAL ACTIVITIES*** This can include lessons, tasks, activities, or learning experiences. Choose the instructional method that will best help students achieve the learning outcome. For example, a direct instruction lesson may be appropriate for introducing the key players in World War II while an artifact inquiry activity during which students examine primary source documents would be better suited for them to understand the impact of those key players on the pivotal events during the war. This would also be the space to include teaching and learning related to classroom culture, student collaboration, and/or project management tools or skills, as appropriate for students or project milestone needs. Included links show examples of such activities. You should include **at least one career connection** within your unit plan.
- VI. SCAFFOLDS** Scaffolds are intended to be temporary supports that are removed when students no longer need them. These scaffolds can be used to support either content or the project process (e.g., need to know questions). Leverage "checking prior knowledge" to ensure you are offering the right scaffolds to the students who need them. Be sure to consider a wide range of needs, such as literacy skills, language acquisition levels, auditory/visual processing, building schema, learning style preferences, academic performance levels, etc.
- VII. REFLECTION** How will students reflect on their thinking, process, or learning?
- VIII. STUDENT NEED TO KNOW QUESTIONS ADDRESSED** Which student questions will be answered, or are you aiming to answer, during this instructional activity?
- IX. TOOLS/RESOURCES*** Student-facing tools, human resources such as experts or community members, teacher tools, equipment, etc. Also, make sure you include a rubric for your final project and an assessment for 21st Century skills.