



PRESENTATION OF KNOWLEDGE AND IDEAS

English Language Arts Standards »
Speaking & Listening



SPEAKING & LISTENING

- Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings. — CCSS.ELA-LITERACY.SL.2.5
- Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details. — CCSS.ELA-LITERACY.SL.3.5
- Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes. — CCSS.ELA-LITERACY.SL.4.5
- Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes. — CCSS.ELA-LITERACY.SL.5.5

SPEAKING & LISTENING

- Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information. — CCSS.ELA-LITERACY.SL.6.5
- Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points. — CCSS.ELA-LITERACY.SL.7.5
- Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. — CCSS.ELA-LITERACY.SL.8.5
- Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study. — CCSS.ELA-LITERACY.SL.6.2
- Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study. — CCSS.ELA-LITERACY.SL.7.2
- Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation. — CCSS.ELA-LITERACY.SL.8.2

SPEAKING & LISTENING

- Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. — CCSS.ELA-LITERACY.SL.9-10.5
- Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. — CCSS.ELA-LITERACY.SL.11-12.5
- Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source. — CCSS.ELA-LITERACY.SL.9-10.2
- Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. — CCSS.ELA-LITERACY.SL.11-12.2

COMPUTER APPLICATIONS

- Design, create, and deliver an oral presentation for a selected audience on a topic approved by the instructor. (22)
- Design, create, and deliver a self-running electronic slideshow for a selected audience on a topic approved by the instructor. (23)
- Employ skills covered in this course (document processing, spreadsheet applications, electronic presentations, databases, Internet fluency) to complete a cross curricular project approved by the instructor. (27)

BUSINESS COMMUNICATIONS

PERSONAL FINANCE

- Draft and edit two speeches: (1) to persuade, and (2) to inform. Incorporate planning and preparation to deliver speeches that adhere to the expectations. (14)
- Critique the purpose of various speaking assignments to identify the design and goal, such as to inform, educate, convince, persuade, or lead to action. (15)
- Develop a chart, table, or graphic to compare characteristics of various careers, such as alignment to personal interest and aptitude, education requirements, available positions, salaries, potential lifetime earnings, and employer benefits. Research and report (orally or in an explanatory text) the requirements for admission to and related costs of attending a specific postsecondary institution and how that will support education, career, and earning goals. (Personal Finance 3)

COMPUTER SCIENCE



- Create a presentation, illustrating operating systems historical evolution, from their inceptions to the present, citing information found in research. (10)
- Prepare informational artifacts (e.g., brochure, poster, fact sheet, narrative, or presentation) for LAN topics. (15)
- Create and present a document and/or illustration depicting the timeline of development that led to modern-day internet systems citing specific textual evidence. (14)
- Research and create an informational artifact (e.g., brochure, poster, fact sheet, narrative, or presentation) analyzing and describing the differences between the TCP/IP and OSI models for networking. (16)
- Create a timeline or infographic, illustrating cryptology's historical evolution from its inception to the present time including but not limited to public key infrastructures, asymmetric and symmetric encryptions. (37)
- Create a presentation discussing common computer crimes, terms of use, and legal issues such as copyright laws, fair use laws, and trademark ethics pertaining to images, videos, and recorded sounds. (1)
- Consult a variety of sources to analyze methods used to discover method of evidence collection to support legal cases involving computer related crime. Create a presentation highlighting methods used. (3)
- Create a portfolio, or similar collection of work, that illustrates mastery of skills and knowledge outlined in the previous courses and applied in the practicum. The portfolio should reflect thoughtful assessment and evaluation of the progression of work involving the application of steps of the design process, as outlined by the instructor. (11)
- Using the information gained from research, identify and explain various roles and responsibilities for members of a web design and development team. Include why teams are more efficient than individuals in the web design and development process. Present the findings to classmates. (18)

SOCIAL STUDIES



6.17 Develop a visual representation of the structure of Egyptian society including the role of the pharaoh as god/king, the concept of dynasties, the importance of at least one Egyptian ruler, the relationship of pharaohs to peasants, and the role of slaves in ancient Egypt.

7.19 Create a visual or multimedia display to identify the physical location and major geographical features of China including the Yangtze River, Yellow River, Himalayas, Plateau of Tibet, and the Gobi Desert.

7.66 Create a graphic organizer or concept map explaining how and where each empire arose (how the Aztec and Incan empires were eventually defeated by the Spanish in the 16th century).

7.68 Use multimedia components and visual displays in presentations to describe the artistic and oral traditions and architecture in the four civilizations (Olmecs, Mayan, Aztec, and Incan civilizations).

8.27 Compare the points of views of the Loyalists and Patriots by integrating visual information through charts, graphs, or images with print texts.

US.47 Write a narrative piece that includes multiple media components to describe the toll of the Great Depression on the American people, including massive unemployment, migration, and Hoovervilles.

US. 81 Present information, findings, and supporting evidence evaluating the impact of the Vietnam War on the home front, including the Anti-War movement, draft by lottery, and the role of television and the media.

PHYS ED / HEALTH

STANDARD 14:

- HAVE THE STUDENTS CREATE A VIDEO PROMOTING RESPONSIBLE ENVIRONMENTAL PRACTICES;
- HAVE STUDENTS CREATE A COLLAGE SHOWING THE PROBLEMS TO THE ENVIRONMENT CAUSED BY POLLUTION (AIR, WATER, NOISE, WASTE);

STANDARD 13:

- HAVE STUDENTS CREATE SCENARIOS IN WHICH REFUSAL SKILLS ARE NEEDED TO REFRAIN FROM SUBSTANCE USE;
- ASSIST STUDENTS WITH AN INTERNET SEARCH ON DRUG USE AND ABUSE AND THEIR PHYSICAL, SOCIAL AND EMOTIONAL CONSEQUENCES AND CREATE A PRESENTATION FOR THE CLASS;

STANDARDS 12:

- HAVE STUDENTS CREATE A PERSONAL SAFETY RESOURCE CARD, POSTER, OR HANDOUT LISTING TELEPHONE NUMBERS OF APPROPRIATE RESOURCES;

STANDARD 3:

- HAVE STUDENTS CREATE A PERSONAL BEHAVIOR CONTRACT FOR A LIFESTYLE BEHAVIOR THEY WISH TO IMPROVE (E.G. SLEEP, FITNESS, ACADEMICS, RELATIONSHIPS, OR RISK BEHAVIORS).

STANDARD 7:

- CREATE SCENARIOS WITH STUDENTS ROLE PLAYING REFUSAL SKILLS.

STANDARD 9:

- HAVE STUDENTS DESIGN A PAMPHLET THAT INCLUDES ORIGIN, SYMPTOMS, PREVENTION AND TREATMENT OF A COMMUNICABLE OR NON-COMMUNICABLE DISEASE;

STANDARD 10:

- HAVE STUDENTS CREATE A CITY MAP TO DOCUMENT (WITH PINS) AND DISCUSS INJURIES AS THEY OCCUR IN THE COMMUNITY DURING THE SCHOOL YEAR;
- HAVE STUDENTS CREATE A PLAY OR VIDEO TO TEACH YOUNGER STUDENTS ABOUT SAFETY (FIREWORKS, ETC);
- HAVE STUDENTS PREPARE AND PRESENT A PERSONAL PLAN TO BE USED AT HOME FOR NATURAL DISASTERS (E.G. FIRE, TORNADO, EARTHQUAKE).



The National Association for Media Literacy Education (NAMLE) believes that media literacy education—the process of teaching how to access, analyze, evaluate, create, and communicate using media in all of its forms—supports many of the most challenging goals of the Common Core State Standards (CCSS).

Media literacy engages in the thoughtful understanding of all texts in our media environment, including print, visual, audio, interactive, and digital texts. Media literate students are able to decode and comprehend texts, which allows them to analyze and evaluate texts for credibility, point of view, values, varying interpretation, and the context in which they are made, including institutional and economic contexts.



Media literacy education empowers young people, from kindergarten to college, to apply reasoning and critical thinking to everything they read, see, hear, and interact with in complex media environments. Sometimes experiences constructing messages of their own, through filmmaking, graphic and web design, or other forms of creative and nonfiction writing, are essential to connecting the practices of professional media-makers they see online, on television, and all around them to their own opinions, ideas, questions, and values.



<https://www.tn.gov/education/topic/academic-standards>



<http://speak.tko.us>

user - youcan
password - speak



<http://listen.tko.us>