

Genetic Testing and Bio-Engineering
Common Assignment 3

Advanced Pathways Performance Assessment Common Rubrics: *EFFECTIVE COMMUNICATION- ORAL PRESENTATION*

SCORING DOMAIN	EMERGING	E/D	DEVELOPING	D/P	PROFICIENT	P/A	ADVANCED
CLARITY <i>What is the evidence that the student can present a clear perspective and line of reasoning?</i>	<ul style="list-style-type: none"> Presents an unclear perspective Line of reasoning is absent, unclear, or difficult to follow 		<ul style="list-style-type: none"> Presents a general perspective Line of reasoning can be followed 		<ul style="list-style-type: none"> Presents a clear perspective Line of reasoning is clear and easy to follow Addresses alternative or opposing perspectives when appropriate 		<ul style="list-style-type: none"> Presents a clear and original perspective Line of reasoning is clear and convincing Addresses alternative or opposing perspectives in a way that sharpens one's own perspective
EVIDENCE <i>What is the evidence that the student can present a perspective with supportive evidence?</i>	<ul style="list-style-type: none"> Draws on facts, experience, or research in a minimal way; Demonstrates limited understanding of the topic 		<ul style="list-style-type: none"> Draws on facts, experience, and/or research inconsistently; Demonstrates an incomplete or uneven understanding of the topic 		<ul style="list-style-type: none"> Draws on facts, experiences and research to support a perspective Demonstrates an understanding of the topic 		<ul style="list-style-type: none"> Facts, experience and research are synthesized to support a perspective Demonstrate an in-depth understanding of the topic
ORGANIZATION <i>What is the evidence that the student can organize a presentation in a way that supports audience understanding?</i>	<ul style="list-style-type: none"> A lack of organization makes it difficult to follow the presenter's ideas and line of reasoning 		<ul style="list-style-type: none"> Inconsistencies in organization and limited use of transitions detract from audience understanding of line of reasoning 		<ul style="list-style-type: none"> Organization is appropriate to the purpose, audience, and task and reveals the line of reasoning; transitions guide audience understanding 		<ul style="list-style-type: none"> Organization is appropriate to the purpose and audience and supports the line of reasoning; effectively hooks and sustains audience engagement, while providing a convincing conclusion.

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USE OF DIGITAL MEDIA / VISUAL DISPLAYS <i>What is the evidence that the student can use digital media/visual displays to engage and support audience understanding?</i>	<ul style="list-style-type: none"> Digital media or visual displays are confusing, extraneous, or distracting 		<ul style="list-style-type: none"> Digital media or visual displays are informative and relevant 		<ul style="list-style-type: none"> Digital media or visual displays are appealing, informative, and support audience engagement and understanding 		<ul style="list-style-type: none"> Digital media or visual displays are polished, informative, and support audience engagement and understanding
PRESENTATION SKILLS <i>What is the evidence that the student can control and use appropriate body language and speaking skills to support audience engagement?</i>	<ul style="list-style-type: none"> Makes minimal use of presentation skills: lacks control of body posture; does not make eye contact; voice is unclear and/or inaudible; and pace of presentation is too slow or too rushed Presenter's energy and affect are unsuitable for the audience and purpose of the presentation 		<ul style="list-style-type: none"> Demonstrates a command of some aspects of presentation skills, including control of body posture and gestures, language fluency, eye contact, clear and audible voice, and appropriate pacing Presenter's energy, and/or affect are usually appropriate for the audience and purpose of the presentation, with minor lapses 		<ul style="list-style-type: none"> Demonstrates a command of presentation skills, including control of body posture and gestures, eye contact, clear and audible voice, and appropriate pacing Presenter's energy and affect are appropriate for the audience and support engagement 		<ul style="list-style-type: none"> Demonstrates consistent command of presentation skills, including control of body posture and gestures, eye contact, clear and audible voice, and appropriate pacing in a way that keeps the audience engaged Presenter maintains a presence and a captivating energy that is appropriate to the audience and purpose of the presentation



Genetically Modified Food Lobbyist Project

Scenario

You are a lobbyist who has been hired to present to a government panel that will decide whether or not to ban genetically modified foods. You will be part of a team who will research the issue and create an eight to 10 minute presentation persuading the panel to take the position that is in the best interest of your clients. Your clients have provided a list of potential resources to assist you in the preparation of this presentation. (Your teacher will provide a list for you.) You may use additional resources to build your argument as needed, but the clients have also asked that you look at the reliability of all sources used.

As a lobbyist, your job is to persuade the panel that your clients' position is the way to go. Your lobbying team is comprised of an economist, an environmental expert, a farmer, and a doctor. Each member of the team will be expected to address their area of expertise in the presentation and explain how it specifically will be impacted by the panel choosing your clients' position. Remember to use the training you have received in persuasion as you prepare your arguments.



Team Roles

Environmentalist: The lobbyist lens/point of view is that genetically modified food has positive effects on the environment. (Environmentalists seek to improve and protect the quality of the biotic and abiotic parts of nature. They also identify and educate the public on the ways to reduce the impacts of harmful human activities.)

Farmer: The lobbyist lens/point of view is that a farmer should either have the choice or opportunity to grow genetically modified food.

Doctor: The lobbyist lens/point of view concerns what effects consuming genetically modified foods has on human health.

Economist: The lobbyist lens/point of view is that of the effect genetically modified foods have on the economy. (Economists are concerned with financial issues. They study the impact of a specific activity or product on communities [cities, states, nations, global].)



Research Notes

Each time you read a new article/webpage, make sure to cite the appropriate source information so you will be able to produce a quality bibliography and return to the page should you need to.

Source

Notes



Should genetic modification of organisms be allowed to continue? Why or why not?

As you do your research, keep a list of pro's and con's below. You should choose the position that you can **best support with evidence**. Make sure you cite the sources you use.

Pro	Con
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.
7.	7.
8.	8.
9.	9.
10.	10.