

MULTIMEDIA AND THE HEALTH OCCUPATIONS PRESENTATION

Performance Standard 5C.J

Health occupations students will develop and deliver a multimedia presentation that will provide evidence of his or her ability to select and document information gathered from research about the health program accordingly:

- *Using available technology:* maintain clarity of format; eliminate unnecessary pauses or breaks in the sequence of the presentation.
- *Selecting/Documenting information:* support the selection of appropriate skills from the work experience that are needed to reach the identified career goal; identify sources of information.
- *Integrating multimedia presentation w/speech:* explain the application of information in the presentation.

Procedures

1. ***In order to apply acquired information, concepts and ideas to communicate in a variety of formats (5C),*** students should experience sufficient learning opportunities to develop the following:
 - Use multiple reliable sources to develop and support major ideas in an oral or multimedia presentation.
 - Choose, evaluate and use multiple primary and secondary sources.
 - Organize, edit and revise information for presentation to an audience.
 - Design and present an individual and/or group written, oral, video or multimedia project that:
 - Effectively communicates the intended message;
 - Engages the audience's interest;
 - Establishes and maintains a focus;
 - Organizes around a structure appropriate to purpose, audience and context;
 - Elaborates ideas through facts, details, description, analysis and narration;
 - Cites or credits sources appropriately; and uses self, peer or teacher feedback where appropriate;
 - Shows synthesis of multiple sources with new ideas/concepts generated.

In compliance with the National Health Care Skill Standards, health care workers must communicate effectively, both orally and in written form. They must be able to adapt to various audiences and situations and use medical terminology effectively. Use of electronic technology will enhance their presentation and assist in relaying the desired message.
2. Have health occupations students review and discuss the assessment task and how the rubric will be used to evaluate their work.
3. Each student will be familiar with the multimedia resources available from the school or community.
4. Each student will select the multimedia format (e.g., PowerPoint, video, slide/tape, audio recording) appropriate to the subject of the presentation.
5. Each student will have an opportunity to practice the development and use of the appropriate multimedia format.
6. Each student will be familiar with research resources in the school and community.
7. Each health occupations student will evaluate his or her work experiences, long and short-term career goals and how job-specific skills and employable behaviors/characteristics learned in the work support these goals. A plan for reaching these goals should also be identified.
8. Each student will organize and document the information gathered in the evaluation step.
9. Each student will present his/her presentation complete with the multimedia support.
10. Evaluate each student's performance using the rubric. Add each student's scores to determine the performance level.

Examples of Student Work

- [Meets](#)
- [Exceeds](#)

Time Requirements

- One to two class periods depending on number of students

Resources

- Appropriate audio-video, computer or other equipment, depending on the type of media being developed
- Multimedia and the Health Occupations Presentation Rubric

MULTIMEDIA AND THE HEALTH OCCUPATIONS PRESENTATION

NAME _____ DATE _____

- Exceeds standard (must receive 11 - 12 total points)
- Meets standard (must receive 8 -10 total points)
- Approaches standard (must receive 5 - 7 total points)
- Begins standard or absent (must receive 3 - 4 total points)

	Use of Available Technology	Selection/Documentation of Information	Integration of Multimedia Presentation w/Speech
4	<ul style="list-style-type: none"> • The information format is consistently clear and easy to understand. • No unnecessary pauses or breaks occur in the sequence of the presentation. 	<ul style="list-style-type: none"> • All information included in the presentation supports the goals and/or career plan of the student. • All sources of information are properly identified. 	<ul style="list-style-type: none"> • The application of all information in the presentation is explained clearly.
3	<ul style="list-style-type: none"> • The information format is usually clear and easy to understand. • Some unnecessary pauses may occur in the sequence of the presentation. 	<ul style="list-style-type: none"> • Most information included in the presentation supports the goals and/or career plan of the student. • Most sources of information are properly identified. 	<ul style="list-style-type: none"> • The application of most information in the presentation is explained clearly.
2	<ul style="list-style-type: none"> • The information format is sometimes clear; some confusion may occur. • A few major breaks may occur in the sequence of the presentation. Some points may be out of sequence. 	<ul style="list-style-type: none"> • Some information included in the presentation supports the goals and/or career plan of the student. • Some sources of information are properly identified. 	<ul style="list-style-type: none"> • The application of some information in the presentation is explained; some confusion may be evident.
1	<ul style="list-style-type: none"> • The information format is unclear; significant confusion occurs. • Significant pauses or breaks in the sequence occur. Points follow no logical sequence. 	<ul style="list-style-type: none"> • Little or no information included in the presentation supports the goals and/or career plan of the student. • Few or no sources of information are properly identified. 	<ul style="list-style-type: none"> • The application of little or no information in the presentation is explained. OR • The application of the information may be lacking.
Score			