

CAWS Educator Exchange—Lesson Plans

Topic: Workplace Communication & Writing Skills

Submitted by: Cantrice Voce, Cold Springs High School—Rehau (June 18-22, 2012)

Level/Subject: 9-12 English

Content Standards:

- Write informative or explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. [W.9-10.2]
 - a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. [W.9-10.2a]
 - b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. [W.9-10.2b]
 - c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. [W.9-10.2c]
 - d. Use precise language and domain-specific vocabulary to manage the complexity of the topic. [W.9-10.2d]
 - e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. [W.9-10.2e]
 - f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). [W.9-10.2f]
- Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) building on others' ideas and expressing their own clearly and persuasively. [SL.9-10.1]
 - a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. [SL.9-10.1a]
 - b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. [SL.9-10.1b]
 - c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. [SL.9-10.1c]
 - d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. [SL.9-10.1d]
- Present information, findings, and 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. [SL.9-10.4]

Time Required: (10) 45 minute lessons

Overview: It is evident that students have no idea what it will take to get a job, keep a job, and attain promotions in today's workplace. This unit requires students to work individually, in a group, meet deadlines, make suggestions, and present what they produce in a week's time to our classroom.

Material Needed:

- Guest Speaker from local company to reinforce skills needed
- Binder for each team with dividers to keep week's work
- Log Sheets for each day (log sheets will be kept in team binder—a team member should be in charge of the log sheet report each day). The log sheets are to record summaries of disagreements, great ideas, what everyone did for the day, and any suggestions.
- PowerPoint/computer access
- Handout One---“Project Rules, guidelines, criteria, teams, deadlines, and a checklist”

- Handout Two---“Expository Writing Guidelines and Rubric”
- Handout Three---“Resources to find what education qualifications, skills, and the process for hiring for companies in this area and abroad.”
- Handout Four---“Daily Research Summary”
- Handout Five---“PowerPoint Checklist”
- Handout Six---“Team Work Evaluation---checklist for working as a team”
- Evaluation Rubrics for daily logs (which one person from each team will present before the close of class to the teacher), team binder, PowerPoint presentation, and oral presentation.
- Evaluators for the presentations (from local businesses)

Activities:

- Day One: Guest Speaker will discuss communication/writing skills needed in today’s workplace (30 minutes). Students will get Handout One and begin organizing their teams (choosing a schedule for daily leaders, log keepers, etc.).
- Day Two: Students will receive Handout Two- Four with teacher leading brief discussion of Handout Two and allowing time for questions. Students will research companies, choose a company, and do the paperwork for the day.
- Day Three: Students will research companies, begin the work on essays, and do the paperwork for the day.
- Day Four: Students will research companies, finish work on essays, and do the paperwork for the day.
- Day Five: Students will receive handout five and teacher will allow time for questions/answers. Students will begin PowerPoint Presentation for the final presentation for the visiting evaluators and classroom.
- Day Six: Students will finish PowerPoint presentation and save on teacher flash drive.
- Day Seven: Teams will turn in their work binders with all paperwork (i.e. daily logs, final draft of expository essay on their company, final draft of expository essay on how to get hired, and team work evaluation (handout six).
- Day Eight: Teams 1-3 will deliver a ten minute (video presentation for feedback purposes) presentation on their company and how to get hired.
- Day Nine: Teams 4-6 will deliver a ten minute presentation on their company and how to get hired.
- Day Ten: Teams will receive feedback (using the rubrics that the evaluators used) and the video of each team presentation.

Evaluation:

Students will be evaluated daily by teacher observation and daily logs. There will be an overall grade for binder as well as PowerPoint presentation and oral presentation. Rubrics will be used for all each evaluation.