Unit 1: Research and Writing

Lesson: Pre and Post Reading Comprehension

Objectives: Reading comprehension is an important skill any program. The use of technical manuals and other documentation that students must understand in order to complete a task is a skill that must be learned. At the conclusion of this lesson students will:

- Demonstrate an understanding of the material by completing assignment
- Apply the knowledge learned during lab work
- Comprehend reading material

Discussion:

Why is it important to be able to comprehend the technical manuals or journals in your skill area?

Assignment:
Reading of a Lesson
Completion of Anticipation Guide/Prediction Guide

Resources:
Textbook or reading source
Anticipation/Prediction Guide
Pen/Pencil

Evaluation:
Class Discussion (Teacher Observation)
Completion of Anticipation Guide

Standards:
Reading 1F

Pre and Post Reading Comprehension Scoring Guide   Name: _____

Category	4	3	2	1	Points Received
Understanding/ Comprehension	Student can identify the main idea(s) of the article and fully explain them.	Student gets the main idea of the article.	Student is not clear on the main idea of the article.	Student cannot explain what article is about.	
Understanding: • **Connections** • **Questions** • **Predictions**	Student can make several connections and predictions and can form questions over the article.	Student can make at least one connection, one prediction, and form one question over the article.	Student can do two of the three activities.	Student can do two of the activities but needs prompting/assistance or can only do one or cannot do any.	
Uses context clues	Student is consistent in figuring out meaning of unknown vocabulary words through context clues (can give definition/example and explain).	Student can figure out the meaning of unknown vocabulary words.	Student is not consistent in figuring out meaning of unknown vocabulary words.	Student struggles with meaning of unknown vocabulary words.	
Total Points					

Teacher Comments: _____

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Lesson: Job Related Vocabulary

Objective: This lesson will cover job related terminology used in the workplace. All students need to learn the terminology used in their program area for effective communication within their field. At the end of these lessons students will:

- Identify terms that are essential for the skill training area
- Develop a notebook of terms in their related field
- Apply correct terminology on a daily basis
- Satisfactorily complete a test of terms
- Improve reading comprehension in their skill training area

Discussion:
Why is it important to know the terminology in your skill area?

Assignment:
Notebook of Terms for Skill Area

Evaluations:
Pre Test
Post Test

Standards:
Reading 1E

Job-Related Vocabulary Scoring Guide   Name: _____

Category	4	3	2	1	Points Received
Identifying Terms (post test score used to determine)	Student can consistently identify and use vocabulary terms correctly	Student can consistently identify OR use vocabulary terms correctly	Student is inconsistent with their vocabulary usage	Student struggles with vocabulary words	
Quality of Information	O Word/definition O Examples O _____ vocabulary words	O Word/definition O Examples O _____ vocabulary words	One item missing from previous list and/or weak number of vocabulary words	Missing many items/not complete	
Mechanics/ Conventions	O Legible O Neat O Grammar O Spelling			O Not legible O Not neat O Grammar O Spelling	
Total Points					

Teacher Comments: _____

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Lesson: Article/Journal Review or Technical Manual Report

Objectives: Students should be able to comprehend material that is pertinent to their skill area. This information can be found in articles in published material or in technical manuals that pertain to their program area. All students should be able to write a summary on material read in these publications. At the conclusion of this lesson students will:

- Chose an article, journal, or technical manual in their skill area
- Read the chosen work for pertinent content and key points
- Select the pertinent information from the publication
- Compose a rough draft summary and review it for punctuation, spelling, and grammar
- Complete a final copy of the review

Discussion:
Why is it important to be able to read and comprehend publications that are pertinent to your skill area?

Assignment:
Choose a publication and an article of information
Write a Summary:
      Rough draft and a final copy of the review

Resources:
Handout
Paper, Pencils
Technical Manuals/Publications

Evaluation:
Journal/Article Review Scoring guide

Course Level Expectations:
Reading 1C-D,1F-H; 3A, 3C

Journal/Article Review Scoring Guide   Name: _____

Category	4	3	2	1	Points Received
Sources	All sources (information and graphics) are accurately documented in the desired format	All sources (information and graphics) are accurately documented, but a few are not in the desired format	All sources (information and graphics) are accurately documented, but many are not in the desired format	Sources are not accurately documented	
Quality of Information	Information clearly relates to the main topic. In includes several supporting details and/or examples.	Information clearly relates to the main topic. It provides 1-2 supporting details and/or examples.	Information clearly relates to the main topic. No details and/or examples are given.	Information has little or nothing to do with the main topic.	
Mechanics	No grammatical, spelling or punctuation errors.	Almost no grammatical, spelling, or punctuation errors.	A few grammatical, spelling, or punctuation errors.	Many grammatical, spelling, or punctuation errors.	
Amount of Information	All topics are addressed and all questions answered with at least 2 sentences about each.	All topics are addressed and most questions answered with at least 2 sentences about each.	All topics are addressed, and most questions answered with 1 sentence about each.	One or more topics were not addressed.	
First Draft	Detailed draft is neatly presented and includes all required information.	Draft includes all required information and is legible.	Draft includes most required information and is legible.	Draft is missing required information and is difficult to read.	
Total Points					

Teacher Comments: _____

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Lesson: **Written Research Paper**

Objectives: Students must learn to express themselves in a written format.   In this lesson students will create a written research paper. At the conclusion of this lesson students will:

- Establish a topic of interest in their skill area
- Document sources correctly
- Produce a rough draft using notecards and/or outline
- Organize information that is clear and understandable
- Compose a final draft with minimal grammatical, spelling or punctuation errors

Discussion:
Why is it important to state your educated opinion on a topic?

Assignment:
Complete a written research paper

Resources:
Textbook
Internet
Classroom materials

Evaluation:
Research Paper Scoring Guide

Standards:
Writing 1A; 2A-E; 3A

Research Paper Scoring Guide   Due Date: _____   Name: _____

Category	4	3	2	1	Points Received
Organization	Information is very organized with well-constructed paragraphs and subheadings.	Information is organized with well- constructed paragraphs.	Information is organized, but paragraphs are not well-constructed.	The information appears to be disorganized.	
Quality/quantity of Information	Information clearly relates to the main topic. It includes several supporting details and/or examples and has enough quality content to cover 2 ½ -3 pages.	Information clearly relates to the main topic. It provides 1-2 supporting details and/or examples. Adequate amount of research.	Information clearly relates to the main topic. No details and/or examples are given. Inadequate amount of research.	Information has little or nothing to do with the main topic. Amount of valid information is minimal.	
Mechanics	No grammatical, spelling, or punctuation errors.	Almost no grammatical, spelling or punctuation errors.	A few grammatical, spelling or punctuation errors.	Many grammatical, spelling or punctuation errors.	
Paragraph Construction	All paragraphs include introductory sentences, explanations or details, and concluding sentence.	Most paragraphs include introductory sentence, explanations or details, and concluding sentence.	Paragraphs included related information but were typically not constructed well.	Paragraphing structure was not clear and sentences were not typically related within the paragraphs.	
Sources	All sources (information and graphics) are accurately documented in the desired format.	All sources (information and graphics) are accurately documented, but a few are not in the desired format.	All sources (information and graphics) are accurately documented, but many are not in the desired format.	Sources are not accurately documented.	
Total Points					

Teacher Comments: _____

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Unit 2: Business Writing

Lesson: Technical Drawing & Chart Reading Scoring Guide

Objectives: Students will be able to effectively read and interpret charts and technical drawing as they relate to their career area. At the end of this lesson students will:

- Accurately identify and describe drawings
- Identify, demonstrate, and complete knowledge activities on measuring systems used

Discussion:
Why is it necessary to be able to read blueprints and technical drawings?

Assignment:
Worksheet activities
Personal Work Skills

Resources:
Handouts
Technical Manuals

Evaluation:
Program Specific Technical Drawing and Chart Reading Scoring Guide

Course Level Expectations:
Reading 3A

Construction Technical Drawing and Chart Reading Scoring Guide   Name: _____

Category	4	3	2	1	Points Received
Drawings	Student can accurately identify and describe all different types of drawings	Student could only identify 2 types of drawings	Student identified only 1 type of drawing	Student could not identify any types of drawings	
Measurements	Student can identify, demonstrate and complete knowledge activities on all measuring systems used	Student completed activity with a good understanding of measuring systems	Students did not complete activity	Student made no effort	
Lines	Student was able to identify and label 11 different types of "lines" used on construction blueprints	Student labeled 7-9 types of lines	Student labeled 4-6 types of lines	Student labeled 1-3 types of lines	
Scales	Completed 3 different drawings using the 3 different scale rulers	Student completed 2 drawings	Student completed 1 drawing	Student made little effort	
Symbols	The student correctly labeled all symbols and abbreviations on a simulated construction plan	Student labeled most symbols	Student labeled less than ½ of the symbols	Student made little effort	
Total Points					

Teacher Comments: _____

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<u>Lesson</u>: Preparing a Business Form

<u>Objectives</u>: Students must be able to prepare a business form in their related trade. In this lesson students will prepare a business form that is relevant to their specific career area. The form should be a:

- Repair Order
- Invoice
- Purchase Order
- Estimate
- Other Comparable Document

At the conclusion of this lesson students will:

- Prepare a related business form
- Demonstrate the use of the form in their career area

<u>Discussion</u>:
How are these forms used in your related trade area to help the business achieve a more organized operation?

<u>Assignment</u>:
Complete a related business form

<u>Resources</u>:
Textbook
Internet
Classroom Handouts

<u>Evaluation</u>:
Preparing a Business Form Scoring guide

<u>Standards:</u>
Writing 3A

Preparing a Business Form   Name: _____

CATEGORY	4	3	2	1	Points Received
Amount of Information	All topics are addressed and all questions answered with at least 2 sentences about each.	All topics are addressed and most questions answered with at least 2 sentences about each.	All topics are addressed, and most questions answered with 1 sentence about each.	One or more topics were not addressed.	
Quality of Information	Information clearly relates to the main topic. It includes several supporting details and/or examples.	Information clearly relates to the main topic. It provides 1-2 supporting details and/or examples.	Information clearly relates to the main topic. No details and/or examples are given.	Information has little or nothing to do with the main topic.	
Mechanics	No grammatical, spelling or punctuation errors.	Almost no grammatical, spelling or punctuation errors	A few grammatical, spelling, or punctuation errors.	Many grammatical, spelling, or punctuation errors.	
Notes	Notes are recorded and organized in an extremely neat and orderly fashion.	Notes are recorded legibly and are somewhat organized.	Notes are recorded.	Notes are recorded only with peer/teacher assistance and reminders.	

Teacher
Comments:_____

_____

Lesson: Write professional correspondence related to technical area
        (i.e. proposal, memos, medical notes)

Objectives: Students must be able to communicate technical information in writing (psychomotor).   Students will know the legal realm of correspondence (cognitive).   At the conclusion of this lesson the student will:

- Write a proposal, memo or medical note related to the technical area
- Apply technical terminology, abbreviations and legal implications to correspondence
- Compose the proposal, memo or medical note with correct spelling and proper grammar

Discussion:
Why is it important to be able to communicate, in writing, with other individuals in the technical area?

Assignment:
Practice correspondence

Resources:
Text or related resources
Computer/Software
Audiovisual Equipment
Demonstration and Practice

Evaluation:
Professional Correspondence Scoring Guide

Course Level Expectations:
Writing 2A-E

Professional Correspondence Scoring Guide   Name: _____

Category	4	3	2	1	Points Received
Focus on Topic (Content)	There is a clear, well-focused topic. Main idea stands out and is supported by detailed information.	Main idea is clear, but the supporting information is general.	Main idea is somewhat clear, but there is a need for more supporting information.	The main idea is not clear. There is a seemingly random collection of information.	
Accuracy of Facts (Content)	All supportive facts are reported accurately and technical information is used.	Almost all supportive facts are reported accurately and some technical information is used.	Most supportive facts are reported accurately, very little technical information is used..	NO facts are reported OR most are inaccurately reported and no technical information is used.	
Sources (Content)	All sources used for facts are credible and cited correctly.	All sources used for facts are credible and most are cited correctly.	Most sources used for facts are credible and cited correctly.	Many sources used for quote facts are less than credible (suspect) and/or are not cited correctly.	
Support for Topic (Content)	Relevant, telling, quality details give the reader important information that goes beyond the obvious or predictable.	Supporting details and information are relevant, but one key issue or portion of the information is unsupported.	Supporting details and information are relevant, but several key issues or portions of the information are unsupported.	Supporting details and information are typically unclear or not related to the topic.	
Grammar & Spelling (Conventions)	Writer makes no errors in grammar or spelling that distracts the reader from the content.	Writer makes 1-2 errors in grammar or spelling that distract the reader from the content.	Writer makes 3-4 errors in grammar or spelling that distract the reader from the content.	Writer makes more than 4 errors in grammar or spelling that distracts the reader from the content.	
Format and Penmanship (Conventions)	Paper is neatly written or typed with no distracting corrections and format and spacing is perfect.	Paper is neatly written or typed with 1 or 2 errors such as distracting corrections (ex: dark cross-outs, bumpy white-out, words written over) or format/spacing errors.	The writing is generally readable, but the reader has to exert quite a bit of effort to figure out some of the words or 3-4 errors in spacing.	Many words are unreadable OR there are several distracting corrections OR formatting makes it difficult to read.	
Total Points					

Teacher Comments: _____

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Lesson: Follow Procedures on a Skill Exercise

Objectives: It is important for students to be able to follow procedures or instructions when completing an assigned task. In preparation for a career, students must demonstrate successfully their ability to follow verbal or written instructions or procedures. As a result of this lesson students will:

- Outline the steps in completing a task
- Apply safety procedures as necessary
- Apply specific techniques used in the skill training area
- Utilize the problem-solving process
- Produce the required output

Discussion:
Why is it important to be able to follow instructions?

Assignments:
Daily or Weekly Assignments (Jobs)
Handouts

Evaluations:
Scoring Guide

Standards:
Reading 3D

Follow Procedures on a Skill Exercise Scoring Guide   Name: _____

Category	4	3	2	1	Points Received
Outline	Student was able to state all the steps required to complete the job	Student was able to state most of the steps required to complete the job	Student was able to state some of the steps required to complete the job	Student could not state any steps required to complete the job	
Safety Procedures	Student used all safety precautions necessary to complete the job	Student used most of the safety precautions necessary to complete the job	Student used some of the safety precautions necessary to complete the job	Student used no safety precautions necessary to complete the job	
Techniques	Student used the techniques taught in class to complete the job	Student used most of the techniques taught in class to complete the job	Student used some of the techniques taught in class to complete the job	Student used no techniques taught in class to complete the job	
Problem-Solving	Student utilized the 6 steps in the problem-solving process to complete the job	Student utilized at least 5 steps in the problem-solving process to complete the job	Student utilized 3-4 steps in the problem-solving process to complete the job	Student did not use the problem-solving process	
Output	The job was completed to 100% mastery	The job was completed with 90% mastery	The job was completed with 80% mastery	The job was completed with 70% mastery	
Total Points					

Teacher Comments: _____

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Lesson: **Create a Cover Letter for a Job Resume or Application**

Objectives: It is important for all students to gain skills to prepare them for employment. This task engages students in a real life situation that will measure the student's ability to communicate effectively with potential employers. At the end of this lesson students will:

- Explain the purpose of a cover letter
- Describe the parts of a cover letter
- Compose a cover letter

Discussion:
Why is a cover letter important to take or send with a resume to a potential employer?

Assignment:
Typed
Compose a cover letter
Upload final copy to Missouri Connections

Resources:
Sample Cover Letters
Paper/Pens
Internet/Computer- Missouri Connections

Evaluation:
Cover Letter Scoring Guide

Standards:
Writing: 2A-C, 2E, 3A
Cover Letter Scoring Guide

Cover Letter Scoring Guide   Name: _____

Category	4	3	2	1	Points

					Received
Format	Complies with all the requirements for a cover letter	Complies with almost all the requirements for a cover letter	Complies with several of the requirements for a cover letter	Complies with less than 75% of the requirements for a cover letter	
Ideas	Ideas were expressed in a clear and organized fashion. It was easy to figure out what the cover letter was intending to express	Ideas were expressed in a pretty clear manner, but the organization could have been better	Ideas were somewhat organized, but were not very clear. It took more than one reading to figure out what the cover letter intended to express	The letter seemed to be a collection of unrelated sentences. It was very difficult to figure out what the cover letter intended to express	
Sentences and Paragraphs	Sentences and paragraphs are complete, well-constructed and of varied structure	All sentences are complete and well-constructed (no fragments, no run-ons). Paragraphing is generally done well	Most sentences are complete and well-constructed. Paragraphing needs some work	Many sentence fragments or run-on sentences OR paragraphing needs lots of work	
Grammar and Spelling	Writer makes no errors in grammar or spelling	Writer makes 1-2 errors in grammar and/or spelling	Writer makes 3-4 errors in grammar and/or spelling	Writer makes more than 4 errors in grammar and/or spelling	
Length	The letter is 10 or more sentences	The letter is 8-9 sentences	The letter is 5-7 sentences	The letter is less than 5 sentences	
Proper Address and Closing	Salutation and closing done correctly	1-2 small errors in salutation or closing	Many errors in the salutation or closing	No salutation or closing	
Upload	Letter was uploaded to Missouri Connections				0- Letter was not uploaded to Missouri Connections
Total Points					

Teacher Comments: _____

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Lesson: Creation of a Resume

Objectives: Writing a resume is a difficult task, therefore students must learn the methods utilized in preparing a resume. Students must keep the job target in mind when writing a resume and list relevant information that pertains to the job they are seeking. At the conclusion of this lesson students will:

- Assess skills and abilities required in a variety of career options and relate them to their own skills and abilities
- Utilize a career planning process that includes self-assessment, personal development, and a career portfolio as a way to gain initial entry into the workplace
- Demonstrate job seeking skills
- Assess personal, educational, and career skills that are transferable among various jobs
- Identify relevant coursework and extra curricular activities

Discussion:
Why is a resume important and what information is needed to construct a professional resume?

Assignment:
Typed
Complete a resume using tools and materials given
Upload final resume to Missouri Connections

Resources:
Worksheets
PowerPoint
Computer/Internet- Missouri Connections

Evaluation:
Resume Writing Scoring Guide

Standards:
Writing 2A-E, 3A

Resume Writing Scoring Guide   Name: _____

Category	4	3	2	1	Points Received
Format	Complies with all the requirements for an effective resume	Complies with almost all the requirements for an effective resume	Complies with several of the requirements for an effective resume	Complies with few of the requirements for an effective resume	
Readable and Organized	The resume if very pleasing to the eye and is very reader friendly	The resume is somewhat pleasing to the eye and is somewhat reader friendly	The resume in only a little pleasing to the eye and only a little reader friendly	The resume is not pleasing to the eye is not reader friendly	
Content	The resume contained all the basic information needed to apply for the position	The resume contained most of the basic information needed to apply for the position	The resume contained some of the basic information needed to apply for the position	The resume contained very little of the basic information needed to apply for the position	
Grammar and Spelling	Writer makes no errors in grammar or spelling	Writer makes 1-2 errors in grammar or spelling	Writer makes 3-4 errors in grammar and/or spelling	Writer makes more than 4 errors in grammar and/or spelling	
Ideas	Ideas were expressed in a clear and organized fashion. It was easy to determine what the qualifications of the candidate were.	Ideas were expressed in a pretty clear manner, but the organization could have been better	Ideas were somewhat organized, but were not very clear. It took more than one reading to figure out what the qualifications of the candidate were	The resume seemed to be a collection of unrelated facts. It was very difficult to figure out what the qualifications of the candidate were.	
Resume Upload	Resume was uploaded into Missouri Connections				0- Resume was not uploaded into Missouri Connections
Total Points					

Teacher Comments: _____

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Lesson: Job Interview

Objectives: Students must be prepared for job interviews. If a student's cover letter and resume have garnered a job interview, the student should understand the interview process and what they can do to maximize the possibility of being hired. This lesson will prepare students for the interview process. At the end of this lesson students will:

- Describe the purpose and importance of the job interview process
- Differentiate between the types of job interviews (informal, formal, committee, and phone interview) and how to prepare for each
- Recognize the importance of presenting oneself in a professional manner
- Prepare for and participate in a mock interview session
- Demonstrate proper etiquette for the interview process

Discussion:
Why would students need to be prepared for the interview process?

Assignment:
Demonstration
Handout
Mock Job Interview

Evaluation:
Job Interview Scoring Guide

Standards:
Listening & Speaking 2A

Job Interview Scoring Guide   Name: _____

Category	4	3	2	1	Points Received
Punctuality & Preparation	Student could articulate proper arrival time of 10-15 minutes prior to appointment and was prepared with a black/blue pen and ID	Student articulated arrival time of 5 minutes prior to appointment and with a black/blue pen and ID	Student could articulate appropriate time for arrival but is missing one of the following (pen or ID)	Student could not articulate appropriate arrival time for appointment and did not have a pen or ID	
Politeness	Student never hurried the interviewer, shook hands, and said thank you	Student rarely hurried the interviewer, shook their hand and said thank you	Student rarely hurried the interviewer, shook their hand, but did not say thank you	Student hurried the interviewer, forgot to shake hands, and did not say thank you	
Appearance	The student's clothes are appropriate for an interview: clean, neat, shirt/sweater & pants	The student's clothes are somewhat appropriate for an interview: clean, neat shirt/sweater, and jeans	The student's clothes were too casual for an interview: clean, neat	The student did not choose clothes that are appropriate for an interview: sloppy, bold T-shirt, slogan on shirt, worn jeans/pants	
Eye Contact & Speaking Skills	Student maintained effective eye contact throughout the interview and spoke clearly throughout interview	Student maintained effective eye contact for the majority, 80 – 90%, of the interview and spoke clearly a majority of the time	Student maintained effective eye contact sporadically, 70 – 80% , throughout the interview and occasionally spoke clearly	Student did not maintain effective eye contact, less than 50%, and did not speak clearly throughout the interview	
Resume & Reference List	Student prepared a functional resume and had a reference list	Student prepared a functional resume but it was weak in one area, but had a reference list	Student prepared a functional resume but it was weak in several areas, but had a reference list	Student did not prepare a functional resume and did not have a reference list	
Application	Student accurately and neatly completed the application in full	Student accurately and neatly completed the application, but left one area blank	Student was mostly accurate and neat, but left several blanks on the application	Student did not fill out the application	
Total Points					

Teacher Comments: _____

_____   _____

Unit 4: Job Communication Skills

Lesson: Debate an Issue Relating to Area of Study

Objectives: It is important for students to develop critical thinking and presentation skills. This lesson will require students to apply both skills when debating an issue that is pertinent to their area of study. Some of the skills that this lesson will promote are abstract and analytical thinking, appropriate language usage in skill area, organization of facts, persuasion and research. At the end of this lesson students will:

- Understand the debate process
- Appropriately document research
- Analyze the topic
- Apply pertinent vocabulary in the debate process
- Organize facts

Discussion:
Why is it important to be able to debate an issue in your area of study?

Assignment:
Prepare and organize notes outlining the research you collected
Follow the debate rules
Handout

Evaluation:
Scoring Guide

Course Level Expectations:
Listening & Speaking 1B, 2A

Debate an Issue Relating to Area of Study Scoring Guide   Name: _____

Category	4	3	2	1	Points Received
Information	All information was accurate and clear	Most information was accurate and clear	Most information was accurate and clear, but not usually thorough	Information had several inaccuracies or was usually unclear	
Rebuttal	All counter-arguments were accurate, relevant, and strong	Most counter-arguments were accurate, relevant, and strong	Most counter-arguments were accurate and relevant, but several were weak	Counter-arguments were not accurate or relevant	
Organization	All arguments were logical and clearly followed a premise	Most arguments were logical and clearly followed a premise	Arguments were logical, but did not always follow a premise	Arguments were illogical and did not follow a premise	
Understanding of Topic	The topic was understood fully and presented convincingly	The topic was clearly understood and presented with ease	The main points of the topic were understood and presented those well	Did not have a adequate understanding of the topic	
Respect for Other Team	Showed high respect for other team in language, responses, and body language	Showed good respect for other team in language, responses and body language	Showed moderate respect for other team in language, responses, and body language	Language, responses, and body language were consistently disrespectful	
Total Points					

Teacher Comments: _____

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<u>**Lesson**</u>**: Interpersonal Skills**

<u>Objectives</u>: One of the most important job skills a student can learn is that of working with their peers and customer relations. This lesson will give the students the skills in developing those areas. At the end of this lesson students will:

- Demonstrate cooperative behavior when working with a team
- Demonstrate mentoring of other students in their skill area
- Develop proper customer service skills
- Develop leadership in the workplace
- Recognize, accept, and appreciate ethnic and cultural diversity

<u>Discussion</u>:
Why is it important to get along with the people you work with?
Why is it important to treat customers appropriately?

<u>Assignment</u>:
Demonstration
Handout
Daily Activities

<u>Evaluation</u>:
Interpersonal Skills Scoring Guide or
Employability Points

<u>Course Level Expectations:</u>
Listening & Speaking 1A

Interpersonal Skills Scoring Guide   Name: _____

Behavior Skill	Always	Most of the Time	Rarely	Never
On Time and Prepared				
1. Arrives to class on Time				
2. Brings necessary materials				
3. Completes Homework				
Respects Peers				
1. Respects others property				
2. Listens to peers				
3. Responds appropriate to peers				
4. Respects others opinions				
5. Refrains from abusive language				
Respects Teacher/Staff				
1. Follows directions				
2. Listens to Teacher/Staff				
3. Accepts responsibility for actions				
Demonstrates Appropriate Characters Traits				
1. Demonstrates positive character traits (kindness, trustworthy, honesty)				
2. Demonstrates productive character traits (i.e., patience, thorough, hardworking)				
3. Demonstrates a level of concern for others				
Demonstrates a Level of Concern for Learning				
1. Remains on task				
2. Allows others to remain on task				

Teacher Comments: _____

_____

_____

Lesson: Diversity Awareness and Working with People: Learning to Work Together – Overview

Objective: All employees need to be familiar with diversity in the workplace; this includes the laws and agencies that monitor these laws. At the conclusion of this lesson students will:

- Discuss how to work well with others in a diverse setting
- Describe laws of a chosen career field that are important to today's working environment; Equal Employment Opportunity, American with Disabilities Act, etc.,
- Discuss and describe the situations under which sexual harassment occurs
- Define prejudice and stereotypes and explain the steps necessary to develop positive attitudes towards people
- Discuss the importance of teamwork and working with others to more effective accomplish occupational tasks

Discussion:
Why is it important for you to know the laws and agencies that monitor employment standards?

Assignments:
Read section on teamwork and diversity awareness
Project – 1 page paper
Worksheet
Quiz
Test
Case Study

Resources:
Test and supplied materials

Evaluations:
Test
Scoring Guide

Course Level Expectations:
Listening & Speaking 1A

Unit 5: Oral Presentation Skills

Lesson: Job Skill Demonstration

Objective: The purpose of this activity is for students to demonstrate their ability to perform an assigned task in their skill training area. As a result of this lesson students will:

- Apply specific techniques used in skill training area
- Identify scope of demonstration
- Utilize the problem-solving process in the development of the demonstration
- Develop a presentation

Discussion:
Why is it important to be able to perform a job skill?

Assignments:
Develop a demonstration of a skill used in the program area.

Resources:
Materials and Tools used in the program area
SkillsUSA Handbook

Evaluations:
Performance Based Testing
Scoring Guide

Standards:
Listening & Speaking 1A-B, 2A

Job Skill Demonstration   Name: _____

Category	4	3	2	1	Points Received
Content Knowledge	Student demonstrates full knowledge (more than required) with explanations and elaborations	Students is at ease with content, but fails to elaborate	Student is uncomfortable with information and is able to answer only rudimentary questions	Student does not have grasp of information; student cannot answer questions about the subject	
Organization	Students presents information in logical, interesting sequence which audience can follow	Student presents information in logical sequence which audience can follow	Audience has difficulty following presentation because student jumps around	Audience cannot understand presentation because there is no sequence of information	
Visuals	Student used visuals to reinforce information	Most visuals related and were used to reinforce information	Occasional use of visuals that rarely supported text and presentation	Student used no visuals	
Delivery	Student used a clear voice and correct, precise pronunciation of terms	Student's voice is clear and pronounced most words correctly	Student incorrectly pronounces terms. Audience members have difficulty hearing presentation	Student mumbles, incorrectly pronounces terms, and speaks too quietly for audience in the back of class to hear	
Mechanics	Presentation has no misspellings or grammatical errors	Presentation has not more than two misspellings and/or grammatical errors	Presentation had three misspellings and/or grammatical errors	Presentation has four or more spelling errors and/or grammatical errors	
Total Points					

Teacher Comments: _____

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<u>Lesson</u>: Oral Presentation

<u>Objectives</u>: Students must be able to utilize the skills necessary for public speaking. In this lesson students will prepare an oral presentation using information they have researched on a topic in their skill area. At the conclusion of this lesson students will:

- Create a presentation on a researched topic
- Demonstrate effective use of technology
- Use appropriate visual aid(s)

<u>Discussion</u>:
Why is it important to be able to speak effectively in a public situation?

<u>Assignment</u>:
Informative or Research Paper (See Next)
PowerPoint Presentation
Oral Presentation

<u>Resources</u>:
Text and Related Resources
Computer/Software
Audio Visual Equipment

<u>Evaluation</u>:
Oral Presentation Scoring Guide
Research Paper Scoring Guide

<u>Standards</u>:
Writing 1A; 2A-E; 3A; Listening & Speaking 2A; Information & Technology 1-6; CA4, Faa, HP3, HP3, HP6, SC1, SC2

Oral Presentation Scoring Guide   Name: _____

Category	4	3	2	1	Points Received
Content Knowledge	Student demonstrates full knowledge (more than required) with explanations and elaborations	Students is at ease with content, but fails to elaborate	Student is uncomfortable with information and is able to answer only rudimentary questions	Student does not have grasp of information; student cannot answer questions about the subject	
Introduction & Closure	Students delivers open and closing remarks that capture the attention of the audience and set the mood	Student displays clear introductory or closing remarks	Students clearly uses either an introductory or closing remark, but not both	Student does not display clear introductory or closing remarks	
Eye Contact	Holds attention of entire audience with the use of direct eye contact	Consistent use of direct eye contact with audience	Displayed minimal eye contact with audience	No eye contact with audience	
Poise	Student displays relaxed, self-confident nature, with no mistakes	Makes minor mistakes, but quickly recovers from them, displays little or no tension	Displays mild tension; has trouble recovering from mistakes	Tension and nervousness is obvious; has trouble recovering from mistakes	
Voice	Use of fluid speech and inflection maintains the interest of the audience	Satisfactory use of inflection, but does not consistently use fluid speech	Displays some level of inflection throughout delivery	Consistently uses a monotone voice	
Time	Students meets apportioned time interval			Student does not meet apportioned time interval	
Notecards/ Outline	Notecards or outline is neatly presented and includes all required information.	Notecards or outline includes all information and is legible.	Notecards or outline includes most required information and is legible.	Notecards or outline is missing required information and is difficult to read.	

Teacher Comments: _____

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