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| **Writing for the Workforce Snapshot**  Course Description: 12th grade elective  Basic on-the-job writing is necessary to join, manage, and promote any organization, whether profit or nonprofit. The focus of this course is primarily on short forms: résumés, memos, business letters, summaries, brochures, newsletters, press releases, informal proposals, and reports. Through this course, students will learn to write for professional audience, write to persuade using clear concise information gathered and sources cited, design documents to present information using titles, headings, style boxes etc, visual design using effective graphics, visuals and caption, design effective presentations, written and oral and collaboration skills such as co-producing documents, negotiating group responsibilities and achieve group goals. A large group, project-based assessment will serve as the culminating activity for this class.  Students taking this course should have already successfully completed 9-11th grade English and passed the NYS Regents Comprehensive exam in English Language Arts.  We encourage students to have discussions with their parents, counselors, and English teachers, to consider what their future pathways may entail, and to assess the degree to which they enjoy the study of English Language Arts. Using this as a basis for discussion, students who believe they are heading into a technical career and/or joining the workforce will find this course beneficial. | | | |
| Time Frame | Topic | Resources | Assessment |
| Q1 | Textbook  Outside speakers- yearlong resource as needed | <https://www.mheducation.com/prek-12/product/workplace-skills-writing-work-student-workbook-contemporary/9780076577927.html>  Julie Conti, Maria Sinatra and Marc Daul | N/A |
| CCNGS:  11-12R1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly/implicitly and make logical inferences, including determining where the text is ambiguous; develop questions for deeper understanding and for further exploration. (RI&RL)  11-12R7: In informational texts, integrate and evaluate sources on the same topic or argument in order to address a question, or solve a problem. (RI) | What is this course? Why take it? What will we learn? | Resource: Article from Oregon State University <https://blog.pace.oregonstate.edu/the-importance-of-writing-in-the-workplace>  [*"I Won't Hire People Who Use Poor Grammar. Here's Why."*](https://hbr.org/2012/07/i-wont-hire-people-who-use-poo)  *Harvard Business Review*  [*"Good Writing Can Help You Succeed"*](http://business.time.com/2013/04/19/good-writing-can-help-you-succeed/)  *TIME*  [*"Study: 73% of Employers Want Candidates With This Skill"*](https://www.inc.com/kaleigh-moore/study-73-of-employers-want-candidates-with-this-skill.html)  *Inc.*  [*"Four reasons for improving your English writing skills in the workplace"*](https://www.linkedin.com/pulse/four-reasons-improving-your-fareed)  *LinkedIn*  [*"The Importance of Technical Writing in the Workplace"*](http://www.ehow.com/info_12085541_importance-technical-writing-workplace.html)  *eHow* | Students will participate in full class discussion and small group discussion.  Formative assessment can include: catch and release as students are analyzing articles, thumbs up, and turn and talk. |
| 11-12W6: Conduct research through self-generated question, solve a problem; narrow or broaden the inquiry when appropriate. Synthesize multiple sources, demonstrating understanding and analysis of the subject under investigation. 11-12W7: Gather relevant information from multiple sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas; avoid plagiarism, overreliance on one source, and follow a standard format for citation. | What career suits your personality type?  Self-reflect on careers and paths. | Step 1- Career aptitude: <https://www.whatcareerisrightforme.com/>  Step 2- personality test <http://www.humanmetrics.com/cgi-win/jtypes2.asp>  Step 3 - <http://www.literacynet.org/mi/assessment/findyourstrengths.html>  Xello?  Career interest survey & Career evaluation  Nearpod:   * Stem Careers <https://share.nearpod.com/e/HpkA2Gcj7gb> * Stem Career Fair <https://share.nearpod.com/e/6hlWULkj7gb> * Trade Careers <https://share.nearpod.com/e/nba7cBlj7gb> | Whole class and small group discussion.  Informal presentations about careers students have interest in.  Nearpod comprehension, reflection & response activities |
| 11-12SL5: Make strategic use of digital media and/or visual displays in presentations to enhance understanding of findings, reasoning, and evidence, and to add elements of interest to engage the audience. | MS365 | Re-Introduce- Working in Teams/ Word/ Notebook-  Resource: Mike Amici- ERIE 1 BOCES | Students will use and create documents, folders and presentations as the year progresses in MS programs. |
| 11-12W2c: Use precise language, content-specific vocabulary and literary techniques to express the appropriate complexity of a topic.  11-12W2d: Use appropriate and varied transitions and syntax to make insightful connections and distinctions, create cohesion, and clarify relationships among complex ideas and concepts.  11-12W2f: Establish and maintain a style appropriate to the writing task.  11-12SL6: Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. | \*Grammar- year long lessons to reinforce skills  Usage, diction, syntax, homophones, tone, audience  Basic writing styles:  Formal vs informal  Business  Punctuation  Subject Predicate  Clauses and Phrases | Formal vs Informal Language PowerPoint   * Purdue owl, Grammar Game; Bates and Stern * Online resources * Mini lessons- Bell Ringers   <https://www.ted.com/talks/andreea_s_calude_does_grammar_matter>   * MUG shots * Cartoon Grammar work sheets * Nearpod lessons   Homophones/homonyms overview- <https://youtu.be/WKNz-PNbAHc>   * **Set up computers to alert when writing is passive**  1. Go to File > Options > Proofing 2. Under “When correcting spelling and grammar in word,” go to “writing style” and select “grammar & style.” Next, hit the settings button. 3. Scroll down to “style” and select “passive voice.” Hit “ok” on this dialogue box and then click “ok” again.   Now, all passive sentences and phrases will be identified by a blue squiggly line. Now that you’ve identified sentences with passive voice, you can make changes as necessary. | Students grammar usage will be monitored throughout the year in formal and informal writing that is turned in as parts of projects and presentations in class.  Nearpod: identification & response activities |
| 11-12W7: Gather relevant information from multiple sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas; avoid plagiarism, overreliance on one source, and follow a standard format for citation.  11-12W2c: Use precise language, content-specific vocabulary and literary techniques to express the appropriate complexity of a topic.  11-12W2d: Use appropriate and varied transitions and syntax to make insightful connections and distinctions, create cohesion, and clarify relationships among complex ideas and concepts.  11-12W2f: Establish and maintain a style appropriate to the writing task.  11-12SL5: Make strategic use of digital media and/or visual displays in presentations to enhance understanding of findings, reasoning, and evidence, and to add elements of interest to engage the audience.  11-12SL6: Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. | Letters of recommendations: Who? Why? What?  Resumes: **Draft** as introduction of form and language  Grammar, tone, audience | Personality inventories, How to articles,  Read the article, “How to write your first resume” - [**https://www.monster.com/career-advice/article/how-to-write-first-resume-0518**](https://www.monster.com/career-advice/article/how-to-write-first-resume-0518)  Guest Speaker, Ms. Brittany Keesler ([bakeesler@bryantstratton.edu](mailto:bakeesler@bryantstratton.edu)) - Bryant & Stratton College High School Coordinator presents:   * + - Introducing Bryant & Stratton     - “An introduction to Resume and interview skills”- establishing a brand (presenting someone that an employer would want to hire)   “How to write your first resume” - [**https://www.monster.com/career-advice/article/how-to-write-first-resume-0518**](https://www.monster.com/career-advice/article/how-to-write-first-resume-0518)  **Articles/resources:**  “How to write your first resume” - [**https://www.monster.com/career-advice/article/how-to-write-first-resume-0518**](https://www.monster.com/career-advice/article/how-to-write-first-resume-0518)  **“**Tips for Creating a Great Resume”,  “6 Universal Rules for Resume Writing” (notebook)  “25 action words to include in resume” | Students will request and obtain letters of recommendation.  Students will create resumes that will serve as drafts for the future,   * Annotate articles for reference |
| 11-12W2c: Use precise language, content-specific vocabulary and literary techniques to express the appropriate complexity of a topic.  11-12W2d: Use appropriate and varied transitions and syntax to make insightful connections and distinctions, create cohesion, and clarify relationships among complex ideas and concepts.  11-12W2f: Establish and maintain a style appropriate to the writing task.  11-12SL5: Make strategic use of digital media and/or visual displays in presentations to enhance understanding of findings, reasoning, and evidence, and to add elements of interest to engage the audience.  11-12SL6: Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. | Business letter and envelope  Set up Professional Email  Use of email:  For business: request, complaint, inquiry  For commerce: request, complaint, inquiry  For personal use: request, complaint, inquiry | * Business writing, Business letter outline/format * Student generated ideas for emails to business * Becoming a W.R.I.T.E.R   “Eliminating wordiness”  <https://owl.purdue.edu/owl/general_writing/academic_writing/conciseness/eliminating_words.html>    Text, email manners <https://share.nearpod.com/e/ZC3VTY7i7gb> The Key Forms of Business Writing: Basic Letter <https://www.youtube.com/watch?v=I2txr6OY5dY>   * + Business letter exercise - <https://nfschools-my.sharepoint.com/:w:/g/personal/cschove_nfschools_net/ESsSw1Enh-VBp2bNfRVC0rcBEXjzoQG34qroO6K0K90mUA?e=q13YWa>   + Business Letter Rubric - <https://nfschools-my.sharepoint.com/:w:/g/personal/cschove_nfschools_net/EdaIBS11AFJOlda_tSjTKoIBpyF7t71IFxwn3fcMABKN8w?e=bhOgFG>  Jigsaw, “Email etiquette: 10 golden rules for sending work emails” by Hannah Wright [https://www.sagepeople.com/about-us/news-hub/hr-guide-email-etiquette/#](https://www.sagepeople.com/about-us/news-hub/hr-guide-email-etiquette/)  <https://prezi.com/bpoh_5fvn6jp/emil/?token=b7a43c205b2d5341fe5a8371d718b61d42645aaa9bbc8361b258740898dc6148&utm_campaign=share&utm_medium=copy> | Students will write business letters for varied purposes.  Students will write emails for varied purposes. |
| Q2 |  |  |  |
| CCNGS:  11-12W2c: Use precise language, content-specific vocabulary and literary techniques to express the appropriate complexity of a topic.  11-12W2d: Use appropriate and varied transitions and syntax to make insightful connections and distinctions, create cohesion, and clarify relationships among complex ideas and concepts.  11-12W2f: Establish and maintain a style appropriate to the writing task. | Writing to professional audience  Tone, Diction, Syntax, Audience  NFHS Career services page - Virtual college tour  College essay guy –   * feeling and needs exercise * Narrative structure vs Montage   Brag sheet - Counselors  Requesting Letters of recommendation & references | * Becoming a W.R.I.T.E.R   Workplace communication <https://share.nearpod.com/e/fPpna18i7gb>  <https://www.collegeessayguy.com/blog/feelings-needs-exercise>  Nearpod: Navigating the financial aid process FAFSA | Students will create a brag sheet for reference and as an aid for writing letters of reference  Students will create a portfolio of college essays, resume and letters of recommendation. |
| 11-12W2c: Use precise language, content-specific vocabulary and literary techniques to express the appropriate complexity of a topic.  11-12W2d: Use appropriate and varied transitions and syntax to make insightful connections and distinctions, create cohesion, and clarify relationships among complex ideas and concepts.  11-12W2f: Establish and maintain a style appropriate to the writing task.  11-12SL6: Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. | Resumes- Second Draft   * One liners * Using ‘action words’ * Add activities * Add reference page   Letters of introduction  Letters of Thanks  Cover letters | 11 impactful ways to update your resume: <https://www.jobscan.co/blog/update-resume/>    HS graduate resume article: <https://zety.com/blog/high-school-graduate-resume-example>    Resume <https://share.nearpod.com/e/tE8k0xaj7gb>  Describing Strengths and Weaknesses <https://share.nearpod.com/e/Dvk8xgmj7gb> Read, “7 GREAT College Essay Tips to help you stand out” - <https://www.yout-ube.com/watch?v=nhtfrSO8GWo> -“5 College Essays That Suck” - <https://www.yout-ube.com/watch?v=qsIWYyKmalQ>  How to format a college essay - <https://www.collegeessayguy.com/blog/college-essay-format#B2>  <https://blog.collegevine.com/11-tips-for-proofreading-and-editing-your-college-essay/>  Sign up college app [https://www.commonapp.org](https://www.commonapp.org/)   * Colangelo, NU, NCCC, Bryant & Stratton Resources * Make use of Linked In and Indeed resume tools | Students will hone their resumes, adding recent activities, clarify active verbs, add one liners, fine tune layout. Students will write letters of introduction.  Students will write letters/email of inquiry & thanks |
| 11-12SL5: Make strategic use of digital media and/or visual displays in presentations to enhance understanding of findings, reasoning, and evidence, and to add elements of interest to engage the audience. | Online job searches: LinkedIn, Monster, Indeed, Zip Recruiter  Job postings on NFHS career services  Filling out Job applications - | * Rachel Rotella * Kathy Fadel * Guilio Colangelo   Article - Job application: <https://www.careeronestop.org/WorkerReEmployment/JobSearch/JobApplications/job-applications.aspx> | Annotate article  Students will fill out paper applications from varied employers.  Students will access and fill out online applications from varied employers. |
| 11-12W2c: Use precise language, content-specific vocabulary and literary techniques to express the appropriate complexity of a topic.  11-12W2d: Use appropriate and varied transitions and syntax to make insightful connections and distinctions, create cohesion, and clarify relationships among complex ideas and concepts.  11-12W2f: Establish and maintain a style appropriate to the writing task.  11-12SL6: Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. | Interview skills, communications skills, soft skills   * Keys to a successful interview. * Nonverbal communication * PowerPoint, “Body language, eye contact and tone*”* * Social media & public perception * Practice interview * Follow up email   Baseline presentation -   * Openings * Content * Closing | * Colangelo, NU, NCCC Resources   Job Interview Basics <https://share.nearpod.com/e/ZcxqgVdj7gb>  Sample interview video –  #1 <https://youtu.be/IrrzcBY6ELc>  #2 <https://www.yout-ube.com/watch?v=_3Rii8wfHYY>  Pair Interview:  script - <https://nfschools-my.sharepoint.com/:w:/g/personal/cschove_nfschools_net/ETeslSnYMjBOo6cjyGsvVk8BcMnY9HsFeqBnbQKXA3NXbw?e=Fu6m0W>  Follow up probes - <https://nfschools-my.sharepoint.com/:w:/g/personal/cschove_nfschools_net/EaYrYIDlkSpHjawp0sFO9WUBThs4XJBeey0fLGaVnlbLig?e=Pxw5IJ>  Format and word choice in Follow up email after interview: ten templates  <https://zety.com/blog/follow-up-email-after-interview>  Better public speaking <https://www.yout-ube.com/watch?v=-avMAbJS4hc&feature=emb_logo>    Public speaking for beginners <https://www.yout-ube.com/watch?v=i5mYphUoOCs>  90 second speech -   |  | | --- | | Creating a good first impression | | The importance of body language | | Creating an effective first resume | | Resources for high school students job opportunities | | Effective job applications | | Acing the Job Interview | | What to bring on a job interview | | Students will participate in mock interviews with each other and outside guests to evaluate their interview skills and hone the facets that lack polish.  Create mock follow up emails |
| Q3 |  |  |  |
| CCNGS:  11-12SL5: Make strategic use of digital media and/or visual displays in presentations to enhance understanding of findings, reasoning, and evidence, and to add elements of interest to engage the audience.  11-12SL6: Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. | PowerPoint  Sway  Presentation skills  Public speaking for beginners | Mike Amici- ERIE 1 BOCES  P-tech IBM Document pp. 28-36  [How to use PowerPoint 2020](https://www.yout-ube.com/watch?v=Eer0_GHEumM&ab_channel=HubSpot) – Video (5 minutes)  [Basic Tasks for Creating a PowerPoint Presentation](https://support.microsoft.com/en-us/office/basic-tasks-for-creating-a-powerpoint-presentation-efbbc1cd-c5f1-4264-b48e-c8a7b0334e36) – (Webpage) step by step  [Complete Beginners Guide to PowerPoint](https://www.yout-ube.com/watch?v=qXinjIL7SKI&ab_channel=EduardStinga) – Video  “How to avoid death by PowerPoint” – David JP Phillips (20 minutes) - <https://www.yout-ube.com/watch?v=Iwpi1Lm6dFo>  [Prezi for Beginners](https://www.yout-ube.com/watch?v=a-_yOjHUg_E&ab_channel=ThePrezenter) - Video  Copy of text - Public speaking for beginners  <https://nfschools-my.sharepoint.com/:w:/g/personal/cschove_nfschools_net/EUMESF07D9ZLvxqOAZ4nOBYBHdJWi83KXfV44d5m4cMAZA?e=GeHVPD>  Overview of skills - Public speaking acronym P-V-L-E-G-S (Palmer 2011), which stands for Poise, Voice, Life, Eye Contact, Gestures, and Speed.  “The 110 techniques of communication & public speaking”  <https://www.yout-ube.com/watch?v=K0pxo-dS9Hc&feature=youtu.be> Don't Tell Me Words Don't Matter--Obama's BEST speech YET! <https://www.yout-ube.com/watch?v=t6NS9unm-OQ>7 Presentation Skills and Tips to Leave an Impression: <https://www.yout-ube.com/watch?v=MnIPpUiTcRc> Good vs Bad presentation - <https://www.yout-ube.com/watch?v=V8eLdbKXGzk>  Powtoon – Do’s & Don’ts in making presentation more effective <https://www.yout-ube.com/watch?v=X50StnWVh9I>  **Examples of 5 minute student speeches about themselves –**   * [Why I no longer tell myself to “stop crying”](https://www.youtube.com/watch?v=uguefJk-qtc&list=PL71qiWRg4XP805cr9QCV1IvWM4EJg_n64&index=9&t=27s) – Larry Cruz * [The unexpected challenges of living in paradise](https://www.youtube.com/watch?v=dP_soCQ0FM8&list=PL71qiWRg4XP805cr9QCV1IvWM4EJg_n64&index=23) – Aleia Santos * [Learning the art of compromise](https://www.youtube.com/watch?v=XMPfF2Lju1U&list=PL71qiWRg4XP805cr9QCV1IvWM4EJg_n64&index=19) – Lauren Frankal * [Speech isn’t the only way to communicate](https://www.youtube.com/watch?v=hOJcNM4y1a8) – Kendall Albrecht * [What I’ve learned from living in 4 different countries](https://youtu.be/gIIfRaBBhfE) – Shreya Joshi * [I have over 60 people in my family. Here’s what I’ve learned.](https://www.youtube.com/watch?v=Ew00sh5VIa4&list=PL71qiWRg4XP805cr9QCV1IvWM4EJg_n64&index=16) – Paul Quense | Students will deliver speeches/presentations of various lengths and topics to the class.   * **30 second presentations** * **“It’s in the bag”** * **Dwight Shrute: Salesman of the Year exercise** * **elevator presentation prep**   Students will produce a PowerPoint, a Sway or a Prezi as a visual aid to a 3-5 minute presentation on topic of interest.  Student will present their presentations to the class.  Video reflections, comments & discussion  [5 of the Best Speech opening lines (gingerleadershipcomms.com)](https://www.gingerleadershipcomms.com/article/5-of-the-best-speech-opening-lines)   1. Ken Robinson – Schools kill creativity (humor) 2. Eve Ensler: Suddenly my body (too focused on words= lose meaning) 3. Jamie Oliver TED wish: Teach every child about food (fact) 4. Pamela D: How to spot a liar (challenge) 5. Ric Elias: 3 things I learned while my plane crashed (story)   Extra - Choose one Ted Talk to review and note how the opening engages the audience and illustrates the topic.  5 minute speeches –  In a short response, analyze the merits of the speaker, organization, strategies and contents of the speech. |
| 11-12W2c: Use precise language, content-specific vocabulary and literary techniques to express the appropriate complexity of a topic.  11-12SL6: Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. | Customer Service   * Definition * Types of customers * How to deal with difficult customers   Technical Writing project | Let them vent  <https://www.youtube.com/watch?v=rt1DEkxVbds> Dealing with Angry Customers - Abusive Language <https://www.youtube.com/watch?v=0eSmZxdDZGI>Customer Service Training: Never Argue <https://www.youtube.com/watch?v=Z9uC8aF-RCw>How to Handle Rude Customers Listen and Understand <https://www.youtube.com/watch?v=jZIxxm2xpm4> **How to Deal with Difficult People | Jay Johnson | TEDxLivoniaCCLibrary**  [https://www.yout-ube.com/watch?v=kARkOdRHaj8](https://www.youtube.com/watch?v=kARkOdRHaj8)  Guest speakers? | Annotate text, discuss highlights with peer/class, role play exercises, analyze customer service in real world situation.    Visit a department store, supermarket, home store or any retail store (or watch someone at work)   * Observe & Take notes on the encounter   Students will explain the hallmarks of technical writing as it applies to a specific area of interest. |
| Q4 |  |  |  |
| 11-12W2c: Use precise language, content-specific vocabulary and literary techniques to express the appropriate complexity of a topic.  11-12W2d: Use appropriate and varied transitions and syntax to make insightful connections and distinctions, create cohesion, and clarify relationships among complex ideas and concepts.  11-12W2f: Establish and maintain a style appropriate to the writing task.  11-12SL6: Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. | Enrichment/Extension activities  Create a 10 – 12 job internship fair –  Letters to local businesses (out by May 1 RSVP by mid-May) (out by break & back by May 7 - Student RSVP by May 21) Location (café? Stage? PAC lobby?), time (ELA support - sign up ), date, (last week in May)   * Emails * Follow up * Schematics, speakers * Students teaching students skills | Rachel Rotella, Outside sources, Entrepreneurs, Community members, professionals  Mia Crumpton? Maria Sinatra, Julie Conti, Mark Daul-  Students create informational videos for student body with tips?   * + Resume   + what to wear   + Body language and interview tips   + how to prepare   + Thank you | Students will plan and create a job/internship fair for juniors and seniors.  Students will work with faculty members to contact, communicate with and invite outside agencies and employers for the fair.  Students will create sort videos that display the keys ideas behind:   * Resume * what to wear * Body language and interview tips * how to prepare * Thank you |
| 11-12SL5: Make strategic use of digital media and/or visual displays in presentations to enhance understanding of findings, reasoning, and evidence, and to add elements of interest to engage the audience. |  | Budget & Financial independence  Brittany Keesler, Bryant & Stratton  Budgeting, “Don’t break the bank”- This workshop covers the basics of budgeting, financial literacy, and teaches students how to manage their financial independence.  <https://youtu.be/WcgMww0j6Co>  Nearpod lessons:   * Saving, investing <https://share.nearpod.com/e/KkiVqBUi7gb> * Managing Credit <https://share.nearpod.com/e/IVQ7YCjj7gb> * Payday Loans <https://share.nearpod.com/e/uKEFXFbj7gb> * Forms of Payment <https://share.nearpod.com/e/zeHPjQej7gb>   Career Interest Project - [www.Onetonline.org](http://www.onetonline.org/)  Research career, knowledge areas required, skills, abilities, key personality traits suited for position, educational requirements, training sites/colleges with programs, job outlook in NY state, average local salary. | Complete basic budget exercise in Notebook -  Nearpod comprehension, reflection & response activities  **Poster/Graphic representation**  After completing the research, create a poster that clearly represents this information for the bulletin board outside the career center. Be sure to use text, color & graphics |