



Modern Communication Unit 5

Unit Focus

After gaining confidence with individual public speaking and reflecting on their filmed presentations, students will be taught strategies for effective collaboration. In addition, they will learn the *7 Effective Habits of Teenagers*. They will apply this knowledge to characters from a film and their personal experiences. They will reflect on their collaboration skills to gain insight for future work.

Students will prepare for and participate in a mock interview. This will be a continuation of the Dream Job resume assignment from unit 2. Students will be required to update their resume, write a cover letter, engage in a mock interview, and write a thank you letter for this dream job. This will be the final assignment for the course.

STAGE 1: DESIRED RESULTS – KEY UNDERSTANDINGS

ESTABLISHED GOALS	TRANSFER	
<p>Performance Standards <i>Cooperative Work Education : 12</i> <i>CWE-CA Career Acquisition</i></p> <ul style="list-style-type: none"> • CWE-CA-2 Demonstrate effective oral and written communication skills necessary for employment; • CWE-CA-5 Identify and demonstrate employability skills including job search, selection, the interviewing process, proper dress and presentation; <p><i>Technology Essential Knowledge and Skills : 12</i></p> <ul style="list-style-type: none"> • EKS.05 Employ critical thinking skills independently and in teams to solve problems and make decisions (e.g., analyze, synthesize and evaluate). <p>Common Core Standards <i>English Language Arts : 12</i> <i>919568 Reading: Informational Text</i></p> <ul style="list-style-type: none"> • CCSS.ELA-LITERACY.RI.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. <p><i>919579 Writing</i></p> <ul style="list-style-type: none"> • CCSS.ELA-LITERACY.W.11-12.4 Produce clear and coherent 	<p>T1 Communicate effectively based on purpose, task, and audience using appropriate vocabulary.</p> <p>T2 Work together on a common goal to meet deadlines through addressing challenges and problems along the way both individually and collectively.</p> <p>T3 Synthesize information from a variety of sources to take and support a position.</p>	
	MEANING	
	UNDERSTANDINGS	ESSENTIAL QUESTIONS
<p>U1 Interpersonal, teamwork, and leadership skills are needed to function in diverse business settings</p> <p>U2 Effective presentations are supported with sound evidence and sufficient detail.</p> <p>U3 Successful production requires a thorough attention to detail both in the planning and execution phases.</p> <p>U4 Conscientious changes in one's habits can elicit more productive mentalities that create opportunities.</p>	<p>Q1 How can I best use my individual talents as a member of a group?</p> <p>Q2 How can I implement the "7 Effective Habits" into my life today to help me achieve success in the future?</p> <p>Q3 What is the purpose of the communication? Given that, what is the most appropriate method of communications?</p> <p>Q4 What can I do now to make myself successful in the future?</p>	

STAGE 1: DESIRED RESULTS – KEY UNDERSTANDINGS

writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3.)
919590 Speaking & Listening

- **CCSS.ELA-LITERACY.SL.11-12.1** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- **CCSS.ELA-LITERACY.SL.11-12.4** Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
- **CCSS.ELA-LITERACY.SL.11-12.5** Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

Student Growth and Development 21st Century Capacities Matrix

Critical Thinking

- **Analyzing:** Students will be able to examine information/data/evidence to make inferences and identify possible underlying assumptions, patterns, and relationships.

Collaboration/Communication

- **Collective Intelligence:** Students will be able to work respectfully and responsibly with others, exchanging and evaluating ideas to achieve a common objective.

Self-Direction

- **Reflection:** Students will be able to analyze their performance to evaluate progress toward learning goals in order to determine next step(s).

ACQUISITION OF KNOWLEDGE AND SKILL

KNOWLEDGE

SKILLS

K1 The importance of the 7 habits of highly effective teens: be proactive, begin with the end in mind, put first things first, think "win-win," seek first to understand then to be understood, synergize, "sharpen the saw"

K2 How to become an effective member of a collaborative team when assigned specific roles: active listening, respect, manners, positive attitude, staying focused, effective interpersonal skills, always have a leader, break down group work (i.e. copy writer, marketing director, media developer, project manager)

K3 Strategies for group work and collaborative presentations: "who's next?," cohesive transitions and flow, practice speaking, test out technology, apply effective introduction and conclusion

K4 Steps to prepare for an interview: Research company, anticipate questions and responses, consider how to make a good first opinion (dress to impress, handshake, smiling, etc.), refine resume, write a cover letter, write a thank you letter after

S1 Delivering a cohesive, clear, and concise oral presentation

S2 Designing a physical presentation using different forms of media

S3 Integrating group members' strengths to generate a presentation using prior knowledge

S4 Critiquing personal habits and assessing efficacy

S5 Preparing for an interview