

# **TIES** 2003

**Teachers in Industry for Educational Support**

## **Career Preparation: Communicating, Analyzing, and Preparing for Your Future**

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# **Career Preparation: Communicating, Analyzing, and Preparing for Your Career**

## **Curriculum Unit Overview**

### **Summary**

In order to better prepare for entry into a lifelong career, one must not only have a desire to pursue a certain career field, one must also have a working knowledge of how to accomplish the task. William Arthur Ward once said “We can choose to throw stones, to stumble on them, to climb over them, or to build with them.” This unit is intended to encourage the student to build a career from the stones given to them during their formal education years by preparing students to achieve effective technical writing, analytical reading, career exploration, and communication skills needed in the technical business world. The main scope will fall under the business umbrella of the Tech Prep program currently implemented in the state of Ohio; however, this curriculum could be adapted to any high school level (9-12) English and/or business class. The goal of this project is to introduce a manageable number of activities for use across the curriculum and in a variety of disciplines.

### **Big Picture**

**HOOK #1:** Students will begin with the Career Matching Quiz, analyzing the salary and benefits available for specific vocational fields. (Appendix (1)) Based on the answers, the class will hold a discussion to find out what each career offers. From there, a discussion regarding high paying jobs with excellent benefits will follow, leading the students to the business technical career field.

A discussion regarding the importance of communication skills will follow. The instructor will emphasize the necessity of effective analytical reading, oral, and written communication skills for the ever-changing technical workplace. This discussion will emphasize that a business career cannot be accomplished without the above-mentioned skills.

### **HOOK #2: Technical Writing: Writing Directions Activity**

The instructor will distribute to each student approximately thirty building blocks. The students will be given approximately fifteen minutes to build a structure. While building the structure, each student is required to write out specific directions as to how he or she built his or her structure. The instructor must emphasize to the students the importance of details and specifics in their technical directions. After the directions are written in detail, the students will then disassemble their structures.

Then, each student will pair up with a partner who was not seated near him or her (to prevent any possible viewing of the original structure). The partner will then attempt to rebuild the structure based on the directions given. The teacher will give them fifteen minutes to try to complete the task. After reconvening, both partners will meet and compare the structures, noting the differences between the original and new structures. They will then discuss what was effective about the written directions and where the failings occurred. Students will then revise their directions to make them clearer.

HOOK #3: View the video entitled *Our Journey from Tech Prep to a Career in Contracting at Wright Patterson Air Force Base*

### **Preparation for the Unit**

1. Copies of career quiz
2. Video entitled *Our Journey from Tech Prep to a Career in Contracting at Wright Patterson Air Force Base*
3. Computers with Internet access, word processing programs, and Power Point capabilities
4. Access to a Media Center for research
5. Video Camera and Video Tape
6. Copies of legal contracts (i.e. credit card, etc.)
7. Examples of a resume and/or employment application
8. Examples of a persuasive business letter
9. Examples of career narrative
10. Building blocks, paper, and pencils for Technical Writing: Directions Activity

### **Overview**

On the next page is a summary of the Career Preparation: Communicating, Analyzing, and Preparing for Your Future career unit including brief summaries of each Authentic Learning Task (ALT). This table provides an overview of the tasks in the unit sections and shows how the activities in the different teaching areas relate to each other.

## Career Preparation: Communicating, Analyzing, and Preparing for Your Future Curriculum Unit Summary

| <b>Communications</b><br><b>“Career Preparation”</b>  | <b>Language Arts</b><br><b>“Reading and Writing in the Business World”</b>  | <b>Careers</b><br><b>“Selling Yourself Effectively”</b>  |
|---|---|--|
| <b>ALT 1 - Career Informational Speech</b><br>Research and present information on a future career choice.   | <b>ALT 1 – Analytical Reading of Business and Legal Contracts</b><br>Interpret and analyze the complexities of legal binding contracts. | <b>ALT 1 – Career Power Point Presentation</b><br>Develop and present a Power Point presentation on chosen career field. |
| <b>ALT 2 – Interviewing Skills</b><br>Interview someone in career field using questions derived from the Career Informational Speech assignment.  | <b>ALT 2 – Writing a Contract</b><br>Write a legally binding contract that relates to students daily experiences.                       | <b>ALT 2 – Resume Writing</b><br>Write a resume for your chosen career field with a cover letter.                        |
| <b>ALT 3 – Career Video</b><br>In groups, develop a career video focusing on chosen vocational path.  | <b>ALT 3 – Persuasive Business Letter</b><br>Write a persuasive business letter to make a wrong right.                                  | <b>ALT 3 – Career Narrative</b><br>Write a five-paragraph essay on the chosen career field.                              |
| <p><b>Transfer or Culminating Activity</b></p> <p>Students will learn the importance of effective analytical interpretation, technical writing, and oral communication skills through actually applying for a job, a volunteer opportunity, a college, or the armed forces. This will enable them to tie all of the skills acquired from the above-mentioned ALTs, bringing the lessons into the students’ lives.</p> |   |  |

## Section One: Career Preparation

### ALT One: Career Informational Speech

#### Summary

Students will research and present a two-three minute speech on a career of their choice.

#### Competencies

1. Oral communication.
2. Scholarly research using the Internet and media center sources.
3. Outlining and preparing an informational speech.

#### Time

Research – 120 minutes

Writing preparation and creating visual aid – 120 minutes

Presentation – 75 minutes

#### Materials

Computer with Internet access for Vocational Outlook

Pencil and paper

Visual aid for speech

Stopwatch

Oral presentation rubric (Appendix (2))

Peer Evaluation Form (Appendix (3))

#### Instructions

1. Students will research career field during allotted time in media center focusing on salary and benefits, educational requirements, travel opportunities, career advancement, vocational outlook, and career expectations using 4 – 5 scholarly references.
2. Students will outline their informational speech using the handout provided by the teacher.
3. Students will create a visual aid to accompany their speech.
4. Students will present a 2 – 3 minute speech on their chosen career.

#### Evaluation/Assessment of Student's Competency

Assess student understanding of the concepts of oral communication and research by noting the quality and quantity of scholarly sources included in the research, the thoroughness of the outline and its use during the speech, the effectiveness of the visual aid and its relationship to the career field chosen, the time requirements met, the effectiveness of oral delivery of speech, and the overall information content covered based on the attached rubric (Appendix (2)). Peer evaluation will also be used (Appendix (3)).

#### Closure

Class discussion will follow on the various career fields presented and the differences in requirements of the different fields. This information will be used to prepare the students to effectively interview someone in their chosen career field.

## **Section One: Career Preparation**

### **ALT Two: Interviewing Skills**

#### **Summary**

Students will interview someone in their desired career field and present to the class the results of that interview.

#### **Competencies**

1. Oral communication.
2. Interviewing skills.

#### **Time**

Pre-interview preparation – 20 minutes

Interview – 30 minutes

Presentation – 75 minutes

#### **Materials**

Individual involved in the student's career field of interest

Pen and paper

Rubric (Appendix (4))

#### **Instructions**

1. Students will interview an individual from their chosen career field focusing on salary and benefits, educational requirements, travel opportunities, career advancement, vocational outlook, and career expectations.
2. Students will present a 1 – 2 minute presentation of the interview.

#### **Evaluation/Assessment of Student's Competency**

Assess student-interviewing skills and the effectiveness of the interview by listening or viewing the recorded interview with the student's interviewee and the student's increased understanding of his/her career field using Appendix (4).

#### **Closure**

Class and individual discussion on the information obtained from the various interviews. This information will be used to assist the student to prepare a video of their chosen career field.

## Section One: Career Preparation

### ALT Three: Career Video

#### Summary

Students will research and present a three – five minute video on a career of their choice.

#### Competencies

1. Oral communication
2. Teamwork
3. Creating scripts
4. Proper use and care of video equipment

#### Time

Writing and preparing a script - 90 minutes

Video taping various aspects of the career field – 120 minutes

Presentation – 125 minutes

#### Materials

Video camera

Pencil and paper

Actors

Stopwatch

#### Instructions

1. Students will film various elements of their chosen career field focusing on salary and benefits, educational requirements, travel opportunities, career advancement, vocational outlook, and career expectations.
2. Students will create a script that actors will follow during the filming for the video.
3. Students will present a 3 – 4 minute video.

#### Evaluation/Assessment of Student's Competency

Assess student understanding of creating and implementing a script to be used in a video and the creation of a video focusing on specific aspects of the individual's chosen career field using the grading scale of the local school system.

#### Closure

Viewing and discussing the different videos will give the students a better understanding of not only their chosen career fields, but also the career fields of other students and their requirements in order to pursue a career in different fields.

## **Section Two: Language Arts: Reading and Writing in the Business World**

### **ALT One: Analytical Reading of Business and Legal Contracts**

#### **Summary**

Students will analyze and interpret legal, binding contracts from the business world (i.e. credit-card application, apartment lease, car lease, etc.)

#### **Competencies**

1. Analytical reading
2. Interpretation of complexities of contracts
3. Teamwork

#### **Time**

Read and dissecting the language of contracts as a cooperative learning activity – 30 minutes

Explanation of the groups' findings to class – 40 minutes

Class discussion of legalities not covered by cooperative learning groups – 30 minutes

#### **Materials**

Copies of legal contracts used in the business world (at least ten – one each for each cooperative group).

Paper and pencils (or pens).

Rubric (Appendix (5))

#### **Instructions**

1. Students will get into assigned cooperative learning groups of 2-3 people.
2. Teacher will distribute copies of legal contracts that he or she has gathered from various sources in the business world.
3. Groups will have thirty minutes to dissect the complexities of the contracts, looking at specifics within the “fine-print” and analyzing the legalities of the negotiation.
4. Students will then reconvene and present to the class the specific legal bindings found in each of the contracts.
5. After all the groups have presented, the teacher will lead a whole-class discussion on aspects of the contract that the students might not have covered, seen, or thought of from gray areas of the contracts.

#### **Evaluation/Assessment of Student's Competency**

Assessment will be based on the rubric (Appendix (5)) for the groups work provided, which covers participation, analytical thoroughness of breaking down the contract, and the overall presentation to the class.

#### **Closure**

The group discussion will provide the closure to the contract lesson. Students will discuss the importance of reading the “fine print” and looking for legally binding issues that affect both negotiators. The students will walk away with a better understanding of the legalities of contractual obligations found in the technical and business worlds. This information will prepare the students for writing a fictional, legally, binding contract in ALT two of the language arts section of the unit.

## Section Two: Language Arts: Reading and Writing in the Business World

### ALT Two: Writing a Contract

#### Summary

In teams of two, students will write fictional contracts to negotiate something that relates to their own daily experiences.

#### Competencies

1. Analytical and critical higher-level thinking
2. Technical writing experience
3. Analytical reading of technical writing
4. Group work

#### Time

In pairs, students negotiate their business transactions: for example, borrowing twenty dollars, borrowing a friend's piece of clothing, or borrowing a friend's video game or music CD – 20 minutes.

Students will write fictional drafts of contracts – 30 minutes.

In pairs, students will read through and sign each other's contracts – 15 minutes.

Students will present their contracts to the class (2 or 3 minutes per group) – 45 minutes

After each presentation, the class will rip apart the contracts looking for loopholes, problems of legalities, and gray areas that could lead to confusion for both negotiating parties – 5 minutes per group – 60 minutes

#### Materials

Paper

Pens

Computer (Word Processing)

Rubric (Appendix (6))

#### Instructions

1. Students will get into assigned cooperative learning teams of two.
2. Students will have twenty minutes to negotiate business.
3. Students will then have 30 minutes to draft fictional contracts.
4. Students will present the contracts to the class.
5. Class will discuss the various contracts, looking for problems and pointing out strong points.

#### Evaluation/Assessment of Student's Competency

First off, the students will evaluate each other both in the teams and as a class after each group presents. They will get instant feedback to their thought processes regarding the contract. A formal assessment done by the teacher

will be based on the rubric (Appendix (6)) for the groups work provided, which covers participation, analytical thoroughness of the written contract, and the overall presentation to the class.

### **Closure**

Students will discuss the importance of writing an explicit contract regarding the legally binding issues that affect both sides of negotiations. The students will walk away with a better understanding of the legalities of contractual obligations found in the technical and business worlds. It will also expose them to the complexities of technical writing, which provides a nice transition to the business writing activity in ALT Three.

## Section Two: Language Arts: Reading and Writing in the Business World

### ALT Three: Writing a Persuasive Business Letter

#### Summary

Students will draft a persuasive business letter to a company to correct a wrongdoing that they have experienced in their own personal lives. Examples include, writing a letter to a restaurant where they received poor service or writing a letter to a company from whom one purchased a defective piece of merchandise.

#### Competencies

1. Analytical and critical higher-level thinking
2. Technical/business letter writing experience
3. Mastering the art of persuasive writing
4. The art of drafting and revision
5. Peer Editing/ Teamwork

#### Time

10 minutes to pre-write and brainstorm on ideas for writing a letter  
40 minutes to write the rough draft of the letter  
20 minutes to peer edit each other's papers  
20 minutes to compose second draft of letter for teacher's approval  
20 minutes to draft final copy of letter to be mailed off for response

#### Materials

Peer Edit Checklist (Appendix (7))  
Rubric (Appendix (8))  
Paper  
Pens  
Computer (Word Processing)  
Envelope  
Stamp

#### Instructions

1. Students will brainstorm and pre-write for ideas on whom to address the persuasive business letter.
2. Students will handwrite their rough draft, following the example of the business letter provided by the teacher.
3. Students will then have twenty minutes to pair up and peer edit each other's rough drafts with a colored pen.
4. Students will have twenty minutes to type a revised draft into a second draft form to be graded by teacher (some may end up being fictional).
5. Students will revise and compose the letter into the final draft form to mail off to the addressee.

#### Evaluation/Assessment of Student's Competency

Teacher will evaluate the entire writing process of student: brainstorming/prewriting, rough draft, peer editing (Appendix (7)), revisions, and final draft form. The teacher will use the rubric (Appendix (8)) provided to grade the

second draft to make sure all the criteria of composing a business letter is met before the students send the final drafts of the letters off to the real world.

**Closure**

Have the students send the letters out to the addressees. Wait to see what kind of response the students receive. In the end, hopefully they will indeed find out the pen is much mightier than the sword. After responses are in, the teacher can hold a class discussion on the power of the written word. The teacher can then emphasize how important written communication skills are in the workplace, tying together all three of the ALTs in the Language Arts section of the unit.

## Section Three: Selling Yourself Effectively

### ALT One: Career Power Point Presentation

#### Summary

Students will develop and present a 3 – 5 minute Power Point presentation on their chosen career field focusing on the requirements of their intended career.

#### Competencies

1. Oral communication
2. Computer skills and competencies working with Power Point
3. Scholarly/business research on a chosen career field

#### Time

Research – 120 minutes

Creating Power Point presentation – 120 minutes

Presentation – 75 minutes

#### Materials

Computer with Internet access for Vocational Outlook

Power Point software

Pencil and paper

Stopwatch

#### Instructions

1. Students will research career field during allotted time in media center focusing on career requirements using 4 – 5 scholarly/business references.
2. Students will create a Power Point presentation focusing on the requirements needed to enter in chosen career field.
3. Students will present their 3 – 5 minute Power Point presentation on their chosen career to the class.

#### Evaluation/Assessment of Student's Competency

Assess student understanding of the concepts and procedures required to create a Power Point presentation of the requirements needed in order to enter into their chosen career field and the overall information presented based on the local school system grading scale.

#### Closure

Class discussion will follow on the various career fields presented and the differences in requirements for each career field. This information will be used to prepare the student to effectively create a resume in order to obtain a position in their chosen career field.

## Section Three -- Careers: Selling Yourself Effectively

### ALT Two: Resume Writing

#### Summary

Students will write a resume to help them enter the workforce in the career of their choice.

#### Competencies

1. Business writing experience
2. Mastering the art of persuasion
3. The art of drafting and revision
4. Peer Editing/ Teamwork

#### Time

10 minutes to pre-write and brainstorm on ideas for resume writing

60 minutes to write the rough draft of the resume

20 minutes to peer edit each other's resumes

20 minutes to compose second draft of resume for teacher's approval

20 minutes to draft final copy of resume to be sent out to possible places for future employment

20 minutes to draft cover letter for resume

10 minutes to peer edit cover letter

15 minutes to revise peer edits for teacher's review

15 minutes to put cover letter in final draft form after teacher has graded it

#### Materials

Rubric(Appendix (9))

Peer Edit Checklist

Resume Paper

Pens

Computer (Word Processing; Resume Templates)

8 1/2 x 11 Business Envelope

Paper Clip

Stamp

#### Instructions

1. Students will brainstorm and pre-write for ideas for drafting their resume.
2. Students will use the computer template of resumes to write the first draft.
3. Students will then have twenty minutes to pair up and peer edit each other's rough drafts with a colored pen.
4. Students will have twenty minutes to type a revised draft into a second draft form to be graded by the teacher.
5. After teacher gives approval, the students will revise resume into final draft form and print it on high quality resume paper.
6. Students will compose rough draft of cover letter.
7. Students will team up to peer edit the cover letters.

8. Students will make revisions for second draft of cover letter to be graded by the teacher.
9. After the teacher approves, teacher will revise cover letter into final-draft form to be sent off to sites of possible future employment.
10. Students will paper clip cover letter and resume together to be placed in business envelope.
11. Students will type the addressee on the envelope and assemble the package to be sent out.

### **Evaluation/Assessment of Student's Competency**

Teacher will evaluate the entire writing process of student: brainstorming/prewriting, rough draft, the peer edit, revisions, and final draft form. The teacher will use the rubric (Appendix (9)) provided to grade the second draft to make sure all the criteria of composing a resume is met so that in the future the students could possibly send the cover letters and resumes off to area businesses.

### **Closure**

Students will compare and contrast resumes to have a better understanding of the various types of resumes and their effectiveness. This will prepare the students to write an effective five-paragraph essay on their chosen career field.

## Section Three -- Careers: Selling Yourself Effectively

### ALT Three: Career Narrative

#### Summary

Students will write a five-paragraph career-narrative essay on their chosen career fields.

#### Competencies

1. Formal writing experience
2. Scholarly research skills
3. The art of drafting and revision
4. Peer Editing/ Teamwork

#### Time

10 minutes to pre-write and brainstorm

60 minutes to write the rough draft

20 minutes to peer edit each other's narratives

20 minutes to compose second draft of narrative for teacher's approval

20 minutes to draft final copy of narrative

#### Materials

Rubric (Appendix (10))

Peer Edit Checklist

Paper

Colored Pens

Computer (Word Processing)

Computer Disk

#### Instructions

1. Students will brainstorm and pre-write for ideas for drafting their narrative.
2. Students will write rough draft exploring two different career fields of interest.
3. Students will then have twenty minutes to pair up and peer edit each other's rough drafts with a colored pen.
4. Students will have twenty minutes to type a revised draft into second draft form to be graded by teacher.
5. After the teacher edits the draft, the students will revise the narrative into the final draft form.

#### Evaluation/Assessment of Student's Competency

Teacher will evaluate the entire writing process of student: brainstorming/prewriting, rough draft, the peer edit, revisions, and final draft form. The teacher will use the rubric (Appendix (10)) provided to grade the both the second and final draft of narrative.

#### Closure

Students will discuss findings of salary and benefits, educational requirements, travel opportunities, possible career advancement, vocational outlook, and career expectations.

## **Transfer Activity**

As a concluding activity on communicating effectively in the business and technical worlds, students are to go and apply for a job, a volunteer opportunity, a college, or a division of the armed forces. Students will have to fill out an application, write a resume, send a cover letter, write a follow up thank you note, and attempt to gain interviewing experience through the process. This activity will better prepare the students to enter the workforce in a career field of their choice. This will combine certain aspects of all of the lessons learned in the ALTs of this unit.

Hook Activity #1

Career Salary and Educational Requirement Quiz

- |                            |  |
|----------------------------|--|
| 1. Contracting officer (C) | A. 4 year degree/\$26,000/yr                         |
| 2. High School Teacher (A) | B. HS education/\$18,000/yr                          |
| 3. Bartender (B)           | C. 4 year degree/\$60,000/yr                         |
| 4. Firefighter (G)         | D. 4 year apprenticeship/\$30,000                    |
| 5. Mason (D)               | E. 2 year degree/ \$35,000/yr                        |
| 6. Fast-food worker (I)    | F. HS degree with vocational Certificate/\$20,000/yr |
| 7. Registered Nurse (E)    | G. 2 yr degree/\$25,000                              |
| 8. Welder (F)              | H. 4 yr degree/\$40,000                              |
| 9. Chemical Engineer (H)   | I. Some high school/\$14,000                         |

**Oral Presentation Rubric : Peer Evaluation Career Informational Speech**

Teacher name: \_\_\_\_\_

Student Name \_\_\_\_\_

| CATEGORY                       | Excellent  | Good  | Satisfactory   | Needs Improvement  |
|--------------------------------|--|---|--|--|
| <b>Enthusiasm</b>              | Facial expressions and body language generate a strong interest and enthusiasm about the topic in others.                              | Facial expressions and body language sometimes generate a strong interest and enthusiasm about the topic in others.                   | Facial expressions and body language are used to try to generate enthusiasm, but seem somewhat faked.            | Very little use of facial expressions or body language. Did not generate much interest in topic being presented. |
| <b>Preparedness</b>            | Student is completely prepared and has obviously rehearsed.  | Student seems pretty prepared but might have needed a couple more rehearsals.   | The student is somewhat prepared, but it is clear that rehearsal was lacking.                                    | Student does not seem at all prepared to present.  |
| <b>Time-Limit</b>              | Presentation is 5-6 minutes long.  | Presentation is 4 minutes long.   | Presentation is 3 minutes long.  | Presentation is less than 3 minutes.   |
| <b>Speaks Clearly</b>          | Speaks clearly and distinctly all (100-95%) the time, and mispronounces no words.  | Speaks clearly and distinctly all (100-95%) the time, but mispronounces one word.   | Speaks clearly and distinctly most ( 94-85%) of the time. Mispronounces no more than one word.                   | Often mumbles or cannot be understood OR mispronounces more than one word.                                       |
| <b>Stays on Topic</b>          | Stays on topic all (100%) of the time.   | Stays on topic most (99-90%) of the time.   | Stays on topic some (89%-75%) of the time.   | It was hard to tell what the topic was.  |
| <b>Vocabulary</b>              | Uses vocabulary appropriate for the audience. Extends audience vocabulary by defining words that might be new to most of the audience. | Uses vocabulary appropriate for the audience. Includes 1-2 words that might be new to most of the audience, but does not define them. | Uses vocabulary appropriate for the audience. Does not include any vocabulary that might be new to the audience. | Uses several (5 or more) words or phrases that are not understood by the audience.                               |
| <b>Pauses</b>                  | Pauses were effectively used 2 or more times to improve meaning and/or dramatic impact.  | Pauses were effectively used once to improve meaning and/or dramatic impact.  | Pauses were intentionally used but were not effective in improving meaning or dramatic impact.                   | Pauses were not intentionally used.  |
| <b>Posture and Eye Contact</b> | Stands up straight, looks relaxed and confident. Establishes eye contact with everyone in the room presentation.                       | Stands up straight and establishes eye contact with everyone in the room during the presentation.                                     | Occasionally stands up straight and establishes eye contact.   | Slouches and/or does not look at people during the presentation.   |
| <b>Content</b>                 | Shows a full understanding of the topic.   | Shows a good understanding of the topic.  | Shows a good understanding of parts of the topic.  | Does not seem to understand the topic very well.   |

Name of Speaker:

Topic:

EVALUATION: CAREER INFORMATIONAL SPEECH

INITIAL IMPRESSION

|  |         |    |
|--|---------|----|
| The student is prepared to give speech.                    | YES (5) | NO |
| The student presents him/herself in a professional manner. | YES (5) | NO |
| The student is using 3x5 note cards (max. 4).              | YES (5) | NO |
| The student's initial impression grade: _____/15           |         |    |

CONTENT OF SPEECH

INTRODUCTION

Attention Getter \_\_\_\_\_/15  
 Review of 3 points \_\_\_\_\_/20

BODY

First Main Body Point (clear) \_\_\_\_\_/15  
 Thoroughly discusses this point \_\_\_\_\_/15  
 Second Main Body Point (clear) \_\_\_\_\_/15  
 Thoroughly discusses this point \_\_\_\_\_/15  
 Third Main Body Point (clear) \_\_\_\_\_/15  
 Thoroughly discusses this point \_\_\_\_\_/15

CONCLUSION

Overview of 3 points \_\_\_\_\_/20  
 Memorable Conclusion \_\_\_\_\_/15

TOTAL FOR CONTENT

\_\_\_\_\_/160

TIME \_\_\_\_\_(3-5 minutes) MET

\_\_\_\_\_/20

DELIVERY

Eye Contact \_\_\_\_\_/5  
 Gestures \_\_\_\_\_/5  
 Um/Ah excessive? \_\_\_\_\_/5  
 Posture \_\_\_\_\_/5  
 Confidence \_\_\_\_\_/5  
 Tone/Pitch of voice \_\_\_\_\_/5

TOTAL FOR DELIVERY

\_\_\_\_\_/30

TOTAL INFORMATIVE SPEECH GRADE

\_\_\_\_\_/225

**Interview: Interviewing Skills**

Teacher name: \_\_\_\_\_

Student Name \_\_\_\_\_

| CATEGORY                        | Excellent   | Good  | Satisfactory  | Needs Improvement  |
|---------------------------------|---|---|---|--|
| <b>Setting Up the Interview</b> | The student introduced himself, explained why he wanted to interview the person, and asked permission to set up a time for an interview.  | The student introduced himself and asked permission to set up a time for the interview, but needed a reminder to explain why he wanted to do the interview.   | The student asked permission to set up a time for the interview, but needed reminders to introduce her/himself and to tell why he wanted to interview the person.     | The student needed assistance in all aspects of setting up the interview.                                      |
| <b>Preparation</b>              | Before the interview, the student prepared several in-depth AND factual questions to ask.   | Before the interview, the student prepared a couple of in-depth questions and several factual questions to ask.   | Before the interview, the student prepared several factual questions to ask.  | The student did not prepare any questions before the interview.  |
| <b>Politeness</b>               | Student never interrupted or hurried the person being interviewed and thanked them for being willing to be interviewed.   | Student rarely interrupted or hurried the person being interviewed and thanked them for being willing to be interviewed.                                      | Student rarely interrupted or hurried the person being interviewed, but forgot to thank the person.   | Several times, the student interrupted or hurried the person being interviewed AND forgot to thank the person. |
| <b>Note taking</b>              | The interviewer took occasional notes during the interview, but usually maintained focus on the person rather than the notes. Notes were added to immediately after the interview so facts were not lost. | The interviewer took occasional notes during the interview, but usually maintained focus on the person rather than the notes. No additional notes were taken. | The interviewer took notes during the interview, but did so in a way that interrupted the "flow" of the interview. Additional notes may, or may not, have been taken. | The interviewer took no notes during or after the interview.   |
| <b>Follow-up Questions</b>      | The student listened carefully to the person being interviewed and asked several relevant follow-up questions based on what the person said.  | The student listened carefully to the person being interviewed and asked a couple of relevant follow-up questions based on what the person said.              | The student asked a couple of follow-up questions based on what s/he thought the person said.   | The student did not ask any follow-up questions based on what the person said.                                 |
| <b>Knowledge Gained</b>         | Student accurately answers several questions about the person interviewed and can tell how this interview relates to a chosen career field.   | Student accurately answer a few questions about the person interviewed and can tell how this interview relates to a chosen career field.                      | Student can accurately answer a few questions about the person who was interviewed.   | Student cannot accurately answer questions about the person who was interviewed.                               |

**Reading - Analyzing Information : Analytical Reading of Business and Legal Contracts**

Teacher name: \_\_\_\_\_

Student Name \_\_\_\_\_

| CATEGORY                                | Excellent   | Good   | Satisfactory   | Needs Improvement  |
|---|---|--|--|--|
| <b>Identifies important information</b> | Student lists all the main points of the article without having the article in front of him/her.  | The student lists all the main points, but uses the article for reference.   | The student lists all but one of the main points, using the article for reference. S/he does not highlight any unimportant points. | The student cannot identify important information with accuracy.   |
| <b>Identifies details</b>               | Student recalls several details for each main point without referring to the article.   | Student recalls several details for each main point, but needs to refer to the article, occasionally.  | Student is able to locate most of the details when looking at the article.   | Student cannot locate details with accuracy.                       |
| <b>Identifies facts</b>                 | Student accurately locates at least 5 facts in the article and gives a clear explanation of why these are facts, rather than opinions.                | Student accurately locates 4 facts in the article and gives a reasonable explanation of why they are facts, rather than opinions.              | Student accurately locates 4 facts in the article. Explanation is weak.  | Student has difficulty locating facts in an article.               |
| <b>Identifies opinions</b>              | Student accurately locates at least 5 opinions in the article and gives a clear explanation of why these are opinions, rather than facts.             | Student accurately locates at least 4 opinions in the article and gives a reasonable explanation of why these are opinions, rather than facts. | Student accurately locates at least 4 opinions in the article. Explanation is weak.  | Student has difficulty locating opinions in an article.            |
| <b>Relates Graphics to Text</b>         | Student accurately relates each graphic/diagram to the text, and accurately determines whether each graphic/diagram agrees with the text information. | Student accurately explains how each graphic/diagram is related to the text.   | Student accurately explains how some of the diagrams are related to the text.  | Student has difficulty relating graphics and diagrams to the text. |
| <b>Summarization</b>                    | Student uses only 1-3 sentences to describe clearly what the article is about.  | Student uses several sentences to accurately describe what the article is about.   | Student summarizes most of the article accurately, but has some slight misunderstanding.   | Student has great difficulty summarizing the article.              |

**6+1 Trait Writing Model: Writing a Contract**

Teacher name: \_\_\_\_\_

Student Name \_\_\_\_\_

| CATEGORY  | Excellent  | Good  | Satisfactory  | Needs Improvement   |
|---|--|---|---|---|
| <b>Conclusion (Organization)</b>                      | The conclusion is strong and leaves the reader with a feeling that they understand what the writer is "getting at."  | The conclusion is recognizable and ties up almost all the loose ends.   | The conclusion is recognizable, but does not tie up several loose ends.   | There is no clear conclusion, the paper just ends.  |
| <b>Sources (Content)</b>                              | All sources used for quotes and facts are credible and cited correctly.  | All sources used for quotes and facts are credible and most are cited correctly.  | Most sources used for quotes and facts are credible and cited correctly.  | Many sources used for quotes and facts are less than credible (suspect) and/or are not cited correctly.   |
| <b>Grammar &amp; Spelling (Conventions)</b>           | Writer makes no errors in grammar or spelling that distract 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 distract the reader from the content.   |
| <b>Capitalization &amp; Punctuation (Conventions)</b> | Writer makes no errors in capitalization or punctuation, so the paper is exceptionally easy to read.   | Writer makes 1 or 2 errors in capitalization or punctuation, but the paper is still easy to read.   | Writer makes a few errors in capitalization and/or punctuation that catch the reader's attention and interrupt the flow.                | Writer makes several errors in capitalization and/or punctuation that catch the reader's attention and greatly interrupt the flow.                                    |
| <b>Flow &amp; Rhythm (Sentence Fluency)</b>           | All sentences sound natural and are easy-on-the-ear when read aloud. Each sentence is clear and has an obvious emphasis.   | Almost all sentences sound natural and are easy-on-the-ear when read aloud, but 1 or 2 are stiff and awkward or difficult to understand.                  | Most sentences sound natural and are easy-on-the-ear when read aloud, but several are stiff and awkward or are difficult to understand. | The sentences are difficult to read aloud because they sound awkward, are distractingly repetitive, or difficult to understand.                                       |
| <b>Sentence Structure (Sentence Fluency)</b>          | All sentences are well constructed with varied structure.  | Most sentences are well constructed with varied structure.  | Most sentences are well constructed but have a similar structure.   | Sentences lack structure and appear incomplete or rambling.   |
| <b>Word Choice</b>                                    | Writer uses vivid words and phrases that linger or draw pictures in the reader's mind, and the choice and placement of the words seems accurate, natural and not forced. | Writer uses vivid words and phrases that linger or draw pictures in the reader's mind, but occasionally the words are used inaccurately or seem overdone. | Writer uses words that communicate clearly, but the writing lacks variety, punch or flair.  | Writer uses a limited vocabulary that does not communicate strongly or captures the reader's interest. Jargon or clichés may be present and detract from the meaning. |

**Letter-Writing: Peer Edit Checklist for a Business Letter**

Teacher name: \_\_\_\_\_

Student Name \_\_\_\_\_

| CATEGORY                                    | Excellent  | Good  | Satisfactory  | Needs Improvement   |
|---|--|---|---|---|
| <b>Sentences &amp; Paragraphs</b>           | Sentences and paragraphs are complete, well constructed and of varied structure.   | All sentences are complete and well constructed. Paragraphing is 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.   |
| <b>Salutation and Closing</b>               | Salutation and closing have no errors in capitalization and punctuation.   | Salutation and closing have 1-2 errors in capitalization and punctuation.   | Salutation and closing have 3 or more errors in capitalization and punctuation.   | Salutation and/or closing are missing.  |
| <b>Grammar &amp; spelling (conventions)</b> | 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.   |
| <b>Ideas</b>                                | Ideas were expressed in a clear and organized fashion. It was easy to figure out what the letter was about.              | 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 letter was about.  | The letter seemed to be a collection of unrelated sentences. It was very difficult to figure out what the letter was about. |
| <b>Length</b>                               | 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.  |
| <b>Capitalization and Punctuation</b>       | Writer makes no errors in capitalization and punctuation.  | Writer makes 1-2 errors in capitalization and punctuation.  | Writer makes 3-4 errors in capitalization and punctuation.  | Writer makes more than 4 errors in capitalization and punctuation.  |
| <b>Neatness</b>                             | Letter is typed, clean, not wrinkled, and is easy to read with no distracting error corrections. It was done with pride. | Letter is neatly hand-written, clean, not wrinkled, and is easy to read with no distracting error corrections. It was done with care. | Letter is typed but is crumpled or slightly stained. It may have 1-2 distracting error corrections. It was done with some care. | Letter is typed may have several distracting error corrections. It looks like it was done in a hurry or stored improperly.  |
| <b>Format</b>                               | Complies with all the requirements for a friendly letter.  | Complies with almost all the requirements for a friendly letter.  | Complies with several of the requirements for a friendly letter.  | Complies with less than 75% of the requirements for a friendly letter.  |
| <b>Content Accuracy</b>                     | The letter contains at least 5 accurate facts on the topic.  | The letter contains 3-4 accurate facts about the topic.   | The letter contains 1-2 accurate facts about the topic.   | The letter contains no accurate facts about the topic.  |
| <b>Envelope</b>                             | Complete, accurate return address and recipient address. Addresses in correct positions.                                 | Complete, accurate return address and recipient address. Position may be slightly off.  | 1-2 errors in return address. Recipient address is correct.   | Addresses are incomplete and/or inaccurate.   |

**THE PERSUASIVE BUSINESS LETTER**

Your assignment is to type (no larger than 12 font, double spaced) a five-paragraph letter to a business of your choice, persuading the party to donate money to the Children’s Miracle Network or Relay for Life 2004. Your main focus is to cause your audience/recipient of letter to accept your proposal through logic, evidence, and emotion. Your paper should be about 1-2 pages TYPED! Use the following guidelines for your letter:

**INITIAL STEPS: (This should all be completed on a separate piece of paper and handed in with final copy of paper) (40 points)**

1. Choose a charity that you want to support: Children’s Miracle Network or Relay for Life \_\_\_\_\_/10
2. Research online about companies that you would like to persuade to donate money to your charity. Create a list of three companies with corresponding addresses (include city, state, zip code) and e-mail addresses. Please show list for approval BY \_\_\_\_\_. \_\_\_\_\_/20
3. Begin your letter. Use examples to guide you when creating your style. Your Heading Should include the following: \_\_\_\_\_/10  
Miss Clark’s Eleventh Grade English Class

Walter E. Stebbins High School  
1900 Harshman Road  
Riverside, OH 45424  
(Date Submitted)

**Beginning of letter:**

**PARAGRAPH #1**

1. Determine you party—who is your audience? (ex. To Whom It May Concern; Mr. Simms). You may have to research who you would send this letter to. \_\_\_\_\_/10
2. Introduce the letter with a rhetorical question and yourself (My name is Suzy Help, and I am an eleventh grade student at Walter E. Stebbins High School in Dayton, Ohio.) You may want to include a brief background on yourself. \_\_\_\_\_/20

**Body of Letter:**

**PARAGRAPH #2**

1. Give background on charity that you selected (use online research and handouts). \_\_\_\_\_/20

**PARAGRAPH #3**

1. Why the specific charity needs that particular company’s help. What will the company’s (that you are trying to persuade) money go toward? \_\_\_\_\_/20

**CLOSING OF LETTER:**

**PARAGRAPH #4**

1. How / Where will the company donate the money? (Stebbins High School) \_\_\_\_\_/20

**PARAGRAPH #5**

1. Express your gratitude for reading the letter. \_\_\_\_\_/10
2. Include a reminder why the company should send the donation. \_\_\_\_\_/10
3. Sincerely, (your name) Carol Smith and title (Eleventh Grade Student, Walter E. Stebbins High School) \_\_\_\_\_/10

(FINAL GRADE ON BACK)

**\*\*YOU MUST TURN THIS PAPER IN WITH FINAL COPY OF LETTER OR YOU WILL LOSE 10 POINTS!!!**

**TOTAL points FOR PAPER \_\_\_\_\_/160**

**Appendix (8)**

**Resume Rubric**

Is the general appearance appealing, easy to read, and eye-catching, while limiting the information to one page?  
\_\_\_\_\_ /10 points

Are the applicant’s name, address, phone number, and email address placed neatly on the resume in an attractive, appealing, and eye-catching way?  
\_\_\_\_\_ /10 points

Is the career objective stated in one succinct sentence, narrowing the scope specifically for the job of interest?  
\_\_\_\_\_ /10 points

Is the applicant’s educational experience listed in a thorough manner highlighting positives (i.e. GPA, honors classes, advanced-placement classes, post-secondary option classes, college-preparatory classes, etc.)?  
\_\_\_\_\_ /10 points

Are the applicant’s skills listed, selling him or her to the company of interest? (i.e. foreign language, computer skills, etc.)  
\_\_\_\_\_ /10 points

Is the applicant’s work experience listed in chronological order covering generalizations of job responsibilities?  
\_\_\_\_\_ /10 points

Are any other extra-curricular activities listed mentioning generalizations of responsibilities?  
\_\_\_\_\_ /10 points

Are awards the applicant has won listed in chronological order?  
\_\_\_\_\_ /10 points

Are any areas of interest or hobbies listed?  
\_\_\_\_\_ /10 points

Are three references (who are superiors – not including friends, relatives, or peers) listed (can be on a separate page) including their names, titles, addresses, phone numbers, email addresses, and relationships to applicant?  
\_\_\_\_\_ /10 points

**Total \_\_\_\_\_ /100 points**

Teacher name: \_\_\_\_\_

Student Name \_\_\_\_\_

| CATEGORY  | Excellent  | Good   | Satisfactory  | Needs Improvement  |
|---|--|--|---|--|
| <b>Introduction (Organization)</b>                    | The introduction is inviting, states the main topic and previews the structure of the paper.                             | The introduction clearly states the main topic and previews the structure of the paper, but is not particularly inviting to the reader.  | The introduction states the main topic, but does not adequately preview the structure of the paper nor is it particularly inviting to the reader. | There is no clear introduction of the main topic or structure of the paper.  |
| <b>Focus on Topic (Content)</b>                       | There is one 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.   |
| <b>Sentence Length (Sentence Fluency)</b>             | Every paragraph has sentences that vary in length.   | Almost all paragraphs have sentences that vary in length.  | Some sentences vary in length.  | Sentences rarely vary in length.   |
| <b>Grammar &amp; Spelling (Conventions)</b>           | Writer makes no errors in grammar or spelling that distract 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 distract the reader from the content.                                  |
| <b>Penmanship (Conventions)</b>                       | Paper is neatly written or typed with no distracting corrections.  | Paper is neatly written or typed with 1 or 2 distracting corrections (e.g., dark cross-outs; bumpy white-out, words written over).       | The writing is generally readable, but the reader has to exert quite a bit of effort to figure out some of the words.                             | Many words are unreadable OR there are several distracting corrections.  |
| <b>Capitalization &amp; Punctuation (Conventions)</b> | Writer makes no errors in capitalization or punctuation, so the paper is exceptionally easy to read.                     | Writer makes 1 or 2 errors in capitalization or punctuation, but the paper is still easy to read.  | Writer makes a few errors in capitalization and/or punctuation that catch the reader's attention and interrupt the flow.                          | Writer makes several errors in capitalization and/or punctuation that catch the reader's attention and greatly interrupt the flow. |
| <b>Flow &amp; Rhythm (Sentence Fluency)</b>           | All sentences sound natural and are easy-on-the-ear when read aloud. Each sentence is clear and has an obvious emphasis. | Almost all sentences sound natural and are easy-on-the-ear when read aloud, but 1 or 2 are stiff and awkward or difficult to understand. | Most sentences sound natural and are easy-on-the-ear when read aloud, but several are stiff and awkward or are difficult to understand.           | The sentences are difficult to read aloud because they sound awkward, are distractingly repetitive, or difficult to understand.    |
| <b>Sentence Structure (Sentence Fluency)</b>          | All sentences are well-constructed with varied structure.  | Most sentences are well-constructed with varied structure.   | Most sentences are well-constructed but have a similar structure.   | Sentences lack structure and appear incomplete or rambling.  |

|                                    |  |   |   |  |
|------------------------------------|--|---|---|--|
| <b>Word Choice</b>                 | Writer uses vivid words and phrases that linger or draw pictures in the reader's mind, and the choice and placement of the words seems accurate, natural and not forced. | Writer uses vivid words and phrases that linger or draw pictures in the reader's mind, but occasionally the words are used inaccurately or seem overdone. | Writer uses words that communicate clearly, but the writing lacks variety, punch or flair.                            | Writer uses a limited vocabulary that does not communicate strongly or capture the reader's interest. Jargon or cliches may be present and detract from the meaning. |
| <b>Sequencing (Organization)</b>   | Details are placed in a logical order and the way they are presented effectively keeps the interest of the reader.   | Details are placed in a logical order, but the way in which they are presented/introduced sometimes makes the writing less interesting.                   | Some details are not in a logical or expected order, and this distracts the reader.                                   | Many details are not in a logical or expected order. There is little sense that the writing is organized.  |
| <b>Adding Personality (Voice)</b>  | The writer seems to be writing from knowledge or experience. The author has taken the ideas and made them "his own."   | The writer seems to be drawing on knowledge or experience, but there is some lack of ownership of the topic.  | The writer relates some of his own knowledge or experience, but it adds nothing to the discussion of the topic.       | The writer has not tried to transform the information in a personal way. The ideas and the way they are expressed seem to belong to someone else.                    |
| <b>Support for Topic (Content)</b> | 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 storyline is unsupported.  | Supporting details and information are relevant, but several key issues or portions of the storyline are unsupported. | Supporting details and information are typically unclear or not related to the topic.  |
| <b>Focus on Topic (Content)</b>    | There is one 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.   |
| <b>Transitions (Organization)</b>  | A variety of thoughtful transitions are used. They clearly show how ideas are connected.   | Transitions clearly show how ideas are connected, but there is little variety.  | Some transitions work well; but connections between other ideas are fuzzy.  | The transitions between ideas are unclear or nonexistent.  |
| <b>Conclusion (Organization)</b>   | The conclusion is strong and leaves the reader with a feeling that they understand what the writer is "getting at."  | The conclusion is recognizable and ties up almost all the loose ends.   | The conclusion is recognizable, but does not tie up several loose ends.   | There is no clear conclusion, the paper just ends.   |