Unit Plan - Conveys Information in Writing

**Grade:** High School

**Content Area:** *CTE/Employability Frameworks*

*3.3 Communication Skills*

*Routinely displayed in students’ everyday actions in the classroom — how they participate in lessons, contribute to the learning environment, treat their fellow students, and govern themselves.*

**Benchmark:**

**3.3.4 Conveys information in writing**

Students rely on writing skills to organize lab reports, posters, presentation materials and to take notes and reply to essay questions.

# Lessons:

[Communication Etiquette](https://docs.google.com/presentation/d/e/2PACX-1vR9Sd8IbEtBF1RA_I8vaS0BBZpx7kCZLN1CoKK_hyk1FB4xkAVoytWfJSKAeEklQSr-DZEjAU55JFoE/pub?start=false&loop=false&delayms=3000)

[Grammar 101 for Careers](https://docs.google.com/document/d/1b08lYW5owXB73nyBy9aBTgTVV_TDM2Y-X8sV1Fn_sQs/edit?usp=sharing)

# Supplemental Lesson: Writing Clear Directions

**Description of Unit:** In groups, using art supplies you are to create an “item”. Then on your index card write the directions so your item can be recreated. Hand in the index to be shuffled and redistributed. On the second round, recreate the item, find the other one in the room. Evaluate and explain how well your directions helped you in the process.

**Essential Questions:**

* Why are clear instructions important?
* Do you feel your project turned out like the directions you were given? Why or Why not?

**Learning Intentions:**

* Producing an item, using art supplies from the room.
* Writing direction for how to reproduce that same item.
* Using given direction to reproduce and evaluate the directions given.

**Student Background Knowledge:** Writing of directions. Where do we need to follow directions. Who are the people that write the directions and how important are they?

## I can compare and contrast good directions from bad directions.

Have different types of directions at each table as students enter the classroom. As a small group have them analyze and determine the positives and negatives for the directions at their tables.

## I can create an item from art supplies in the classroom.

Have students develop an “item” using the art supplies from around the room.

## I can write directions on how to create an item for others in the classroom.

Students then create the directions on an index card on how to recreate the “item” made. Hand in their completed index card.

## Redistribute the cards to students to recreate the “item” from the card.

## I can compare the original item from the reconstructed item and give an analysis of the directions used to create.

Find the original “item’, access if they are the same and then explain how the directions were helpful or not in the completion of your project.

## I can discuss and help in the clean up of the lesson.

Large group discussion and clean up

**Pre-Assessments:**

Perhaps show examples of directions for games, cooking items, putting together furniture, ect.

Have students think-pair-share on the good and the bad choices. Giving reasons for their answers. What could have been done differently?

**Formative Assessments:**

Complete the activity as stated above.

**Summative Assessment:**

Completion of analyzing good vs. bad instructions on a case study or written exam with reasoning as to what could have been done differently for a better outcome.

**Source:** [CTE Online](https://www.dol.gov/odep/topics/youth/softskills/Communication.pdf)