

Unit Focus:

Unit 2 is focused on healthy, work-based collaboration. Students will apply their strengths and leadership styles to understand effective team dynamics and peer collaboration. Students will understand the importance of communication, including verbal and **nonverbal communication**, during group assignments. Students will be given multiple opportunities to develop teaming skills and organize tasks to solve real world problems. The performance task asks students to design a company website that helps to attract potential clients and future employees to the advanced manufacturing sector, an important industry sector in the state.

Desired Results (both skills-based and concept-based)

<p>Big Ideas:</p> <p>Collaboration is the key to solving complex problems in a global society. When individuals use their strengths and leadership styles and maximize the strengths of the team, they can achieve their goals. Students can utilize teamwork and other communication skills to present information in diverse formats such as through websites and social media campaigns. There are many emerging career opportunities, including opportunities to utilize communication skills, in the advanced manufacturing sector.</p>	<p>Essential Questions:</p> <ul style="list-style-type: none"> • How can my knowledge of myself including my strengths and leadership style help me to achieve my goals and those of a team? • How does verbal and nonverbal communication contribute to the success of a team? • How do I identify and apply my strengths to become an effective team member? • How do I understand the potential strengths and roles of each team member to collaborate for the benefit of the team? • What emerging career opportunities are available in the advanced manufacturing sector?
<p>Students Will Know and Be Able To...</p> <ul style="list-style-type: none"> • work in teams to manage competing ideas and develop a shared idea of success; • hold themselves and their peers accountable for contributing to the team's success; • develop and lead diverse teams to generate creative solutions to complex problems; • communicate effectively using verbal and nonverbal techniques with members of a team; • describe the advanced manufacturing sector, including the range of companies and careers and its significance; • consider the audience and purpose in designing a website and social media campaign. 	

Goals	
<p>Career and Life Readiness Competencies:</p> <p><i>Applied Knowledge</i></p> <ul style="list-style-type: none"> • Critical Thinking Skills: <ul style="list-style-type: none"> ○ thinking critically ○ thinking creatively ○ making sound decisions ○ solving problems ○ reasoning ○ planning ○ organizing • Career Navigation Skills <ul style="list-style-type: none"> ○ maintaining knowledge of industry sectors and pathways <p><i>Relational Skills and Personal Attributes</i></p> <ul style="list-style-type: none"> • Interpersonal skills <ul style="list-style-type: none"> ○ Working well with others ○ Exercising leadership ○ Resolving conflicts through negotiation ○ Respecting individual differences • Personal qualities <ul style="list-style-type: none"> ○ demonstrating responsibility and self-discipline ○ adapting and showing flexibility ○ taking initiative <p><i>Executive and Communication Skills</i></p> <ul style="list-style-type: none"> • Information Use • Technology Use <p><i>Career Navigation Skills</i></p> <ul style="list-style-type: none"> • developing self-awareness 	<p>Louisiana K-12 Student Standards English Language Arts</p> <p><i>Reading Standards for Literacy in Science and Technical Subjects, Grades 6-8</i></p> <p>RST.6-8.2: Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.</p> <p>RST.6-8.7: Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).</p> <p><i>Writing Standards, Grade 8</i></p> <p>W.8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>W.8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.</p> <p>W.8.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p><i>Speaking and Listening Standards, Grade 8</i></p> <p>SL.8.5: Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</p> <p><i>Reading Standards for Informational Text, Grades 9-10</i></p> <p>RST.9-10.7: Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.</p> <p><i>Writing Standards, Grades 9-10</i></p> <p>W.9-10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>W.9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.</p> <p>W.9-10.8 Gather relevant information from multiple authoritative 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, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p><i>Speaking and Listening Standards, Grades 9-10</i></p> <p>SL.9-10.2: Integrate multiple sources of information presented in diverse media or formats.</p>

Goals	
<p>Support for Diverse Learners:</p> <ul style="list-style-type: none"> • Provide notes on nonverbal communication and team roles ahead of time for students that include additional details and background information. • Provide additional support for vocabulary. <ul style="list-style-type: none"> ○ Preview the text or topic and identify vocabulary or sentence structures that might be new for the students. ○ Write these words and phrases on the board and have students write them in their notebooks or on index cards. ○ Use visuals, acting, translation or synonyms to relay the meaning of the word to the students. ○ Reinforce the newly learned language by asking the students to draw it, act it out, or use it in an appropriate sentence. • Send out video links early and provide students with time to ask questions and retell the key points to the teacher. • Model directions and use gestures to support student understanding. Ask students to restate instructions to check for understanding. • Use checklist for modifying lesson plans. • Refer to Guidebook for Supporting Students with Disabilities and English Learner Guidebook as needed. 	<p>Targeted Career Cluster(s): Advanced Manufacturing</p>

Evidence of Student Learning

Unit 2: Effective Teams

Suggested Timeline: 14 Days

<p>Curriculum-Embedded Performance Task(s):</p> <p>Performance Task 1A: Team Contract Students will form teams and work together to</p> <ul style="list-style-type: none"> determine roles and responsibilities; create a group contract; develop action steps; and define roles and responsibilities to achieve a common goal. <p>Performance Task 1B: Web Redesign and Social Media Campaign Students will</p> <ul style="list-style-type: none"> redesign a company website; research various occupations within the manufacturing industry; identify current workforce demographics; research various companies within the manufacturing industry; identify current products that are developed and distributed; develop a social media campaign; develop a group presentation for an external audience; define the criteria and constraints of the assignment. 	<p>Formative Checkpoints:</p> <ul style="list-style-type: none"> Class Discussion—class discussions throughout unit Self-Evaluation—reflections on success competencies at the beginning of each unit, goals for improvement, and reevaluation of progress Teacher Observation—student progress in team settings toward increased collaboration, communication, critical thinking, and creativity Reflection Paragraphs—goals for areas of growth Industry Research—various occupations in the manufacturing industry, demographics of current employees, and research on companies and their products Website Production and Social Media Campaign—attention to potential clients and future employees Group Presentation—overview of the website development, social media campaign, and associated team contract criteria to accomplish team goals.
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Learning Plan Overview	
Lessons	Lessons Overview
<p>Lesson One: Communication Is the Key</p> <p>2 days</p>	<p>Day 1: Students participate in an obstacle course activity and discuss how teamwork is essential to success. Students watch a video about team building and discuss the research.</p> <p>Day 2: Students practice speaking and listening as a team and understand the importance of recognizing and correctly interpreting nonverbal cues. Students watch a video and discuss the idea of nonverbal communication. Students practice nonverbal communication and discuss how it can be used to express feelings in an appropriate or inappropriate manner.</p>
<p>Lesson Two: Using Teamwork to Solve a Problem</p> <p>12 days</p>	<p>Day 1: Students discuss the roles of facilitator, idea-generator, mediator, encourager, and recorder. Students identify their strengths and values and discuss the importance of roles and responsibilities and the potential impacts to teams. Student teams complete the “Build a Tower” problem.</p> <p>Day 2: Students form groups and discuss the project guidelines, criteria and constraints, and the performance task rubric. Students determine roles and responsibilities within a group and develop a list of team rules and norms and finalize an outline of the team contract.</p>

Learning Plan Overview	
<p>Day 3: Students watch a video about advanced manufacturing and individually complete research on the advanced manufacturing sector with the goal of understanding what it is and what the sector looks like (range of careers, major companies/products, etc.) in their region and across the state and report back to their team.</p> <p>Day 4: Students individually complete research on various occupations and companies within the manufacturing industry and identify current demographics of the workforce. Students document underrepresented populations in the workforce and identify potential audiences for recruitment. Students develop a decision matrix and apply categories to determine one company website to review and develop recommendations for attracting potential clients and/or future employees, specifically under-represented employee demographics.</p> <p>Days 5 and 6: Students individually research the selected company’s website and document recommendations to attract potential clients and future employees. Student teams develop a decision matrix and apply categories to determine which web pages they would like to redesign. Students share a mock-up or sketch of the redesigned web page with their team for feedback.</p> <p>Days 7, 8, and 9: Students research the best method to create their website and subsequent web pages. Students use technology to develop a web page.</p> <p>Days 10 and 11: Students research social media campaigns and document the types of advertisements as verbal or nonverbal and discuss their effectiveness. Student determine which criteria for an effective social media campaign can be used to attract potential clients and their future workforce and complete their social media campaign plan.</p> <p>Days 12 and 13: Student teams develop a presentation to include updates to their company website, outline of their social media plan, and how their team contract supported the overall success of the team. Student teams complete their group presentation and determine roles and responsibilities for giving the presentation.</p> <p>Day 14: Student teams present their website, social media campaigns, and team contracts to another class or members of the manufacturing industry.</p>	<p>Addresses Essential Questions:</p> <ul style="list-style-type: none"> How does verbal and nonverbal communication contribute to the success of a team?

Lesson One Learning Plan	
Communication is Key	
<p>Synopsis: Students will be introduced to the unit on teamwork. Students will understand the importance of communication and its role in teamwork. Students will</p>	<p>Addresses Essential Questions:</p> <ul style="list-style-type: none"> How does verbal and nonverbal communication contribute to the success of a team?

Lesson One Learning Plan	
Communication is Key	
discuss how to be an effective team member and will be provided opportunities to practice teamwork .	<ul style="list-style-type: none"> How do I identify and apply my strengths to become an effective team member?
Assessed Career and Life Readiness Competencies:	
<p><i>Understanding teamwork and being able to work with others is demonstrated by students working in teams to move through an obstacle course.</i></p> <p><i>Communicating verbally is demonstrated by students as they provide verbal instructions to peers in an obstacle course and as peers discuss relevant topics.</i></p> <p><i>Listening actively is demonstrated by students as they discuss relevant topics with their peers.</i></p> <p><i>Observing carefully is demonstrated by students as they use nonverbal cues through pantomime.</i></p>	
Suggested Texts and Resources:	
Resources	New Vocabulary for the Learning Plan:
<ul style="list-style-type: none"> How Google Builds the Perfect Team Pixar: For the Birds 	<ul style="list-style-type: none"> appearance artifacts body language eye gaze facial expression gesture nonverbal communication teamwork
Materials	<ul style="list-style-type: none"> blindfold classroom objects to form an obstacle course stopwatch video link
Learning Events and Formative Checkpoints:	
Day 1	Students will know the importance of both verbal and nonverbal communication. Students will be able to communicate effectively within teams and manage competing ideas to accomplish an obstacle course.
	Formative Assessment <ul style="list-style-type: none"> teacher observation of class discussion teacher observation of student responses to activity questions teacher observation of student teamwork
	Materials/Resources: <ul style="list-style-type: none"> blindfold classroom objects to form an obstacle course stopwatch video link

Lesson One Learning Plan Communication is Key	
Day 2	Students be able to use nonverbal communication to express different feelings in an appropriate way.
	Formative Assessment <ul style="list-style-type: none"> • teacher observation of class discussion • teacher observation of student responses to activity questions • teacher observation of student teamwork
	Materials/Resources <ul style="list-style-type: none"> • slips of paper with different pantomime activities • video link

Lesson Two Learning Plan Using Teamwork to Solve a Problem	
Brief Synopsis:	Addresses Essential Question:
Students will learn about the different roles and responsibilities in teams and understand there is an individual responsibility for each person in an effective team. Students will develop skills that will allow them to solve problems in a team setting. Students will be challenged to work with a team to research the manufacturing industry and consider how they could change a website to attract a more diverse employee demographic and prepare a social media campaign for the rollout. Students will present their designs to another class or to industry leaders.	<ul style="list-style-type: none"> • How can my knowledge of myself including my strengths and leadership style help me to achieve my goals and those of a team? • How do I identify and apply my strengths to become an effective team member? • How do I understand the potential strengths and roles of each team member to collaborate for the benefit of the team? • What emerging career opportunities are available in the advanced manufacturing sector?
Career and Life Readiness Competencies:	
<p><i>Thinking critically is demonstrated by solving a problem to create a tower, creating a redesigned webpage and designing a social media campaign.</i></p> <p><i>Thinking creatively is demonstrated through creating a redesigned webpage and designing a social media campaign.</i></p> <p><i>Making sound decisions is demonstrated through developing a decision matrix.</i></p> <p><i>Solving problems is demonstrated by creating a tower and by redesigning a webpage to attract potential clients and future employees.</i></p> <p><i>Reasoning is demonstrated by recommending changes to the website to attract potential clients and future employees.</i></p> <p><i>Planning and organizing is demonstrated through the mock-up of the redesigned web page.</i></p> <p><i>Background knowledge and understanding of key concepts about the occupation, career pathway or industry is demonstrated by researching the manufacturing industry.</i></p> <p><i>Understanding teamwork and being able to work with others is demonstrated through the use of a team contract.</i></p>	



Unit 2: Effective Teams

Suggested Timeline: 14 Days

Communicating effectively with others in multiple formats (speaking, writing, listening) is demonstrated by creating a social media campaign and by presenting to industry leaders.
Using technology efficiently and effectively is demonstrated by researching the manufacturing industry and by selecting appropriate technology resources to develop the website.
Listening actively is demonstrated by working with team members and incorporating feedback.

Suggested Texts and Resources:	
<p>Resources:</p> <ul style="list-style-type: none"> PT 2.1A: student handout PT 2.1B: student handout Advanced Manufacturing Sector Overview Web Redesign and Social Media Campaign Rubric https://globaldigitalcitizen.org/8-free-website-creator-tools https://support.google.com/blogger/answer/1623800?hl=en http://www.freeteach4teachers.com/2011/02/10-ways-for-teachers-and-students-to.html#.WtH24Iwaz0 https://www.wikihow.com/Make-a-Website-With-Word 	<p>New Vocabulary for the Learning Plan</p> <ul style="list-style-type: none"> encourager facilitator innovator mediator prioritize recorder
Learning Events and Formative Checkpoints:	
<p>Day 1</p> <p>Students will know and be able to:</p> <ul style="list-style-type: none"> work in teams and manage competing ideas to build a tower. work with teams whose members have diverse perspectives and strengths. <p>Formative Assessment</p> <ul style="list-style-type: none"> teacher observation of class discussion teacher observation of the class activity teacher review of notes <p>Materials/Resources</p> <ul style="list-style-type: none"> ten balloons for each team of four people masking tape (in 3-foot strips) yard stick 	
<p>Day 2</p> <p>Students will know and be able to hold themselves accountable for contributing to a team's success by developing a team contract.</p> <p>Formative Assessment</p> <ul style="list-style-type: none"> teacher observation of class discussion 	

	<ul style="list-style-type: none"> teacher review of team contracts
	<p>Materials/Resources</p> <ul style="list-style-type: none"> Team contracts PT 2.1A: student handout PT 2.1B: student handout PT 2.1: rubric
Day 3	<p>Students will know and be able to:</p> <ul style="list-style-type: none"> communicate effectively using verbal and non-verbal techniques with members of a team. understand what advanced manufacturing is and what the sector looks like (range of careers, major companies/products, etc.) in their region and across the state. <p>Formative Assessment</p> <ul style="list-style-type: none"> teacher observation of class discussion <p>Materials/Resources</p> <ul style="list-style-type: none"> Team contracts PT 2.1A: student handout PT 2.1B: student handout PT 2.1 rubric
Day 4	<p>Students will know and be able to</p> <ul style="list-style-type: none"> work in teams to develop a shared idea of success and while managing and respecting competing ideas hold themselves accountable for contributing to the team's success. hypothesize why different groups may or may not be well represented in the advanced manufacturing sector. make sound decisions by developing a decision matrix to select their company for the performance task. <p>Formative Assessment</p> <ul style="list-style-type: none"> teacher observation of class discussion teacher review of students' research <p>Materials/Resources</p> <ul style="list-style-type: none"> Team contracts PT 2.1A: student handout PT 2.1B: student handout PT 2.1 rubric
Days 5 and 6	<p>Students will know and be able to</p> <ul style="list-style-type: none"> work in teams to develop a shared idea of success while managing and respecting competing ideas.

	<ul style="list-style-type: none"> communicate effectively using verbal and non-verbal techniques with members of a team. research different websites to develop a list of recommendations that will help to attract potential clients and/or future employees. complete a decision matrix to select their company for the website performance task. <p>Formative Assessment</p> <ul style="list-style-type: none"> teacher observation of class discussion teacher review of students' recommendations teacher review of students' decision matrix <p>Materials/Resources</p> <ul style="list-style-type: none"> Team contracts PT 2.1A: student handout PT 2.1B: student handout PT 2.1: rubric
<p>Days 7, 8, and 9</p>	<p>Students will know and be able to</p> <ul style="list-style-type: none"> work in teams to develop a shared idea of success while managing and respecting competing ideas. hold themselves and their peers accountable for contributing to the team's success. communicate effectively in order to design a new web page to attract potential clients and/or future employees for the advanced manufacturing company. plan and organize to mock-up the redesigned web page. <p>Formative Assessment</p> <ul style="list-style-type: none"> teacher observation of class discussion teacher review and feedback of students' webpage teacher feedback of the decision matrix <p>Materials/Resources</p> <ul style="list-style-type: none"> Website design resources PT 2.1A: student handout PT 2.1B: student handout PT 2.1: rubric
<p>Days 10 and 11</p>	<p>Students will know and be able to</p> <ul style="list-style-type: none"> work in teams to develop a shared idea of success while managing and respecting competing ideas. communicate effectively in order to develop a social media campaign for their company's new website. <p>Formative Assessment</p> <ul style="list-style-type: none"> teacher observation of class discussion teacher review and feedback of students planning the social media campaign



Unit 2: Effective Teams

Suggested Timeline: 14 Days

	Materials/Resources
Days 12 and 13	<p>Students will know and be able to</p> <ul style="list-style-type: none"> work in teams to develop a shared idea of success and while managing and respecting competing ideas. hold themselves and their peers accountable for contributing to the team's success. communicate effectively in order to develop a team presentation to demonstrate updates to the website and the social media campaign. <p>Formative Assessment</p> <ul style="list-style-type: none"> teacher observation of students planning their presentation <p>Materials/Resources</p> <ul style="list-style-type: none"> Team contracts PT 2.1A: student handout PT 2.1B: student handout PT 2.1: rubric
Day 14	<p>Students will know and be able to communicate effectively using verbal and nonverbal techniques in order to present their social media campaign with other team members.</p> <p>Formative Assessment</p> <ul style="list-style-type: none"> teacher observation of students giving their presentations <p>Materials/Resources</p> <ul style="list-style-type: none"> Team contracts PT 2.1A: student handout PT 2.1B: student handout PT 2.1 rubric

