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| **TEXAS CTE LESSON PLAN**  [www.txcte.org](http://www.txcte.org) | |
| **Lesson Identification and TEKS Addressed** | |
| **Career Cluster** | Law, Public Safety, Corrections & Security |
| **Course Name** | Practicum in Law, Public Safety, Corrections & Security |
| **Lesson/Unit Title** | Professional Written and Research Skills at the Workplace |
| **TEKS Student Expectations** | **130.342. (c) Knowledge and Skills**  (5) The student demonstrates verbal, nonverbal, and written communication skills in creating, expressing, and interpreting information and ideas, including technical terminology and information.  (A) The student is expected to demonstrate the use of content, technical concepts, and vocabulary when analyzing information and following directions  (C) The student demonstrates verbal, nonverbal, and written communication skills in creating, expressing, and interpreting information and ideas, including technical terminology and information. The student is expected to access information sources for occupational tasks using technical materials and informational texts such as Internet websites  (D) The student demonstrates verbal, nonverbal, and written communication skills in creating, expressing, and interpreting information and ideas, including technical terminology and information. The student is expected to evaluate the reliability of information from technical materials, resources, and informational texts such as Internet websites  (G) The student demonstrates verbal, nonverbal, and written communication skills in creating, expressing, and interpreting information and ideas, including technical terminology and information. The student is expected to use academic skills to facilitate effective written and verbal communication such as emails, texting, and written documents. |
| **Basic Direct Teach Lesson**  (Includes Special Education Modifications/Accommodations and  one English Language Proficiency Standards (ELPS) Strategy) | |
| **Instructional Objectives** | |  | | --- | | The students will be able to: | | 1. Demonstrate competence in the research process. | | 2. Describe the proper way to cite resources. | | 3. Identify the steps in writing a research paper. | | 4. Demonstrate the skills of editing and completing a research paper. | |
| **Rationale** | Written communication skills are necessary in LPSCS careers to complete job tasks in a professional and effective manner. |
| **Duration of Lesson** | 3 hours |
| **Word Wall/Key Vocabulary**  *(ELPS c1a, c, f; c2b; c3a, b, d; c4c; c5b) PDAS II (5)* | None listed |
| **Materials/Specialized Equipment Needed** | * Computers with Internet Access * Library Facilities * Projector and Screen |
| **Anticipatory Set**  (May include pre-assessment for prior knowledge) | * Language Arts research and writing skills |
| **Direct Instruction \*** | I. Steps in Developing a Research Paper  A. Understand the Assignment  1. What ideas are you being asked to present?  2. Who is your audience?  B. Select a Topic  1. Use books, encyclopedias, governmental websites, and/or the Internet  2. Discuss options and ideas with experts on the subject  3. Accept a topic defined by the person who assigns the paper  C. Gather Resources  1. From the Internet  2. From books  3. From journals  4. From magazines  D. Create a Bibliography  1. Use the correct format  2. Use the correct style (i.e. MLA or APA)  E. Conduct Research  1. Evaluate the correctness of the information  2. Evaluate the credentials of the authority  3. Evaluate how current the material is  4. Evaluate whether the material is based in opinion or fact  5. Evaluate the reliability of the authors  F. Develop an Outline  1. Clarify your ideas before writing the paper  2. Organize the order of your ideas  G. Write the Rough Draft  1. In your words, write down the information  2. Transfer ideas in your outline into sentences and paragraphs  3. Get all your ideas down on paper  H. Complete the Citations  1. Include citations within the paper  2. Use the appropriate format  a) Modern Language Association (MLA) style  b) American Psychology Association (APA) style  c) Chicago Manual of Style (CMS) method  I. Revise and Edit  1. Read the rough draft  2. Rearrange your thoughts as needed  3. Take out any unnecessary information  4. Add any needed information  J. Proofread  1. Read the paper aloud  2. Check for grammar, spelling, and punctuation  II. Research  A. Thorough and systematic investigation into a topic to discover or revise information about the topic  B. Where to Gather Resources  1. Internet  a) Conduct searches  b) Check the reliability of information  2. Books  a) Library or bookstore  b) eBooks  3. Journals or magazines  a) Library or bookstore  b) Online  C. Bibliography  1. A list of works compiled according to a common principle (i.e. authorship, subject, place of publication, or printer)  2. Use the appropriate format (i.e. MLA, APA, etc.)  III. Writing  A. Outline  1. A general sketch indicating only the main ideas  2. Use systematic numbering  B. Rough draft  1. The first attempt at a piece of writing  2. Put in essay structure  C. Citations within the paper  1. “The act of giving credit to an author or an authority or a precedent”  2. Avoid plagiarism  D. Revisions  1. Changing something that is already written  2. Improve the writing and the paper  E. Proofread  1. Checking and documenting needed corrections in a text  2. Make it accurate  IV. Plagiarism  A. Using the language and/or ideas of another author without  permission and/or taking credit for another author’s work  B. Give credit for  1. Direct quotation  2. Information coming from any type of media (i.e. book,  magazine, website, movie, song, etc.)  3. Replications of visual material (i.e. charts, pictures, diagrams, etc.)  4. Information gathered from interviews  5. Online information  6. Anything that originates with someone else’s thought or ideas  C. Don’t give credit for  1. Common Knowledge  a) Generally accepted facts (i.e. water freezes at 32 degrees  Fahrenheit)  b) Culturally accepted facts (i.e. national holidays)  2. Your own thoughts, ideas, experiences, opinions, etc.  3. Results gathered from your own experiments or lab work  4. Your own pictures, videos, or illustrations  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*  NONE |
| **Guided Practice \*** | Citation Skills Activity. Divide the class into groups of three or four. Assign each group a topic. It can be something related to the LPSCS area associated with your practicum or a current event. Have each group find eight different sources on this topic. The groups must include at least one book, one news article, and one website. Each group must create a bibliography of the sources found. Students must use the formats contained within the MLA Style Manual. Students may use the following for assistance in creating their group bibliographies:   * <http://www.library.cornell.edu/resrch/citmanage/mla> * <http://owl.english.purdue.edu/owl>   Once complete, each group will present their bibliographies in class. Other class members will check each group’s work to determine if their bibliographies are correct according to MLA formatting. Use the Presentation Rubric, the Cooperative Teams Rubric and/or the Peer Evaluation Rubric for assessment.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*  NONE |
| **Independent Practice/Laboratory Experience/Differentiated Activities \*** | LPSCS Research Paper. Have students research a topic related to an LPSCS career (i.e. law enforcement, courts, attorneys, correctional facilities, fire service, security companies, 911 operators, etc.) (the topics maybe teacher-assigned or student-selected). Have students conduct research using the Internet, textbooks, articles, and/or other materials. Have students use MLA format for the paper and their citations. You may provide due dates for each step of the paper or allow student independence in completing the assignment. Use the Research Rubric for assessment.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*  NONE |
| **Lesson Closure** | NONE |
| **Summative/End of Lesson Assessment \*** | * Writing and Research Skills Exam and Key * Cooperative Teams Rubric * Discussion Rubric * Individual Work Rubric * Peer Evaluation Rubric * Presentation Rubric * Research Rubric   *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*  NONE |
| **References/Resources/**  **Teacher Preparation** | * <http://olinuris.library.cornell.edu/ref/research/skill28.htm> |
| **Additional Required Components** | |
| **English Language Proficiency Standards (ELPS) Strategies** |  |
| **College and Career Readiness Connection[[1]](#footnote-1)** |  |
| **Recommended Strategies** | |
| **Reading Strategies** |  |
| **Quotes** |  |
| **Multimedia/Visual Strategy**  **Presentation Slides + One Additional Technology Connection** |  |
| **Graphic Organizers/Handout** |  |
| **Writing Strategies**  **Journal Entries + 1 Additional Writing Strategy** |  |
| **Communication**  **90 Second Speech Topics** |  |
| **Other Essential Lesson Components** | |
| **Enrichment Activity**  (e.g., homework assignment) |  |
| **Family/Community Connection** |  |
| **CTSO connection(s)** | SkillsUSA |
| **Service Learning Projects** |  |
| **Lesson Notes** |  |

1. Visit the Texas College and Career Readiness Standards at <http://www.thecb.state.tx.us/collegereadiness/CRS.pdf>, Texas Higher Education Coordinating Board (THECB), 2009. [↑](#footnote-ref-1)