

 

Statewide Framework Document for: 520501

**Business Communications**

Standards may be added to this document prior to submission but may not be removed from the framework to meet state credit equivalency requirements. Performance assessments may be developed at the local level. In order to earn state approval, performance assessments must be submitted within this framework. This course is eligible for 1.0 credit of English Language Arts.

The Washington State English Language Arts (ELA) Standards performance expectations for high school students define general, cross-disciplinary literacy expectations that prepare students to enter college and workforce training programs. The focus is on results rather than means, which leaves room for teachers and evaluators to determine how the course objectives are reached and what additional topics are addressed. The details about each performance expectation can be found at [NBEA 2020 National Standards for Business Education](https://drive.google.com/file/d/1DsAwAv8-ka9KqBFpNuVd_wXq9L5BSUDS/view?usp=sharing).

Washington English Language Arts Standards (Common Core State Standards) support foundational English Language knowledge and skills that students need for success in technical schools, college, careers, and life. While it is vital to develop a conceptual understanding that promotes the literacy skills and concepts required for college and career readiness in multiple disciplines, teachers should focus on the application of English Language skills in the business sectors with an emphasis on four (4) shifts in practice: Range, Quality, and Complexity of Text; Regular practice with complex texts and academic vocabulary; Reading and writing and speaking grounded in evidence from the text both literary and informational; Building knowledge through content-rich nonfiction.

The Standards for English Language Arts develop habits of mind and are to be modeled and integrated throughout the course. The details about each English Language Arts standard can be found at [Washington English Language Arts Standards (Common Core State Standards)](http://www.corestandards.org/ELA-Literacy/), which establish guidelines for literacy in history/social studies, science, and technical subjects. The College and Career Readiness Anchor Standards form the backbone of the ELA/literacy standards by articulating core knowledge and skills, while grade-specific standards provide additional specificity. The details about English Language Arts Standards can be found at [Common Core English Language Arts Standards.](http://www.corestandards.org/ELA-Literacy/)

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| **School District Name** | | |
| **Course Title:** Business Communications | | **Total Framework Hours:** 180 |
| **CIP Code:** 520501 | **☒** Exploratory **☐** Preparatory | **Date Last Modified:** March 22, 2023 |
| **Career Cluster:** Business, Management & Administration | | **Cluster Pathway:** Administrative Support |
| **Course Summary**:  Business Communications is a course designed to develop students’ effective verbal, non-verbal, written, and electronic 21st Century business communication skills. This course develops skills in multiple methods of communications, including social media, as well as electronic publishing, design, layout, composition, and video conferencing. Upon completion of this course, proficient students will be able to demonstrate successful styles and methods for professional business communications using the proper tools to deliver effective publications and presentations. | | |
| **Eligible for Equivalent Credit in:** English Language Arts | | **Total Number of Units:** 6 |
| **Course Resources:**  [NBEA 2020 National Standards for Business Education](https://drive.google.com/file/d/1DsAwAv8-ka9KqBFpNuVd_wXq9L5BSUDS/view?usp=sharing)  [Academic Standards - English Language Arts](http://www.corestandards.org/ELA-Literacy/)  [DECA Communication Standards](https://docs.google.com/document/d/19f6LsHyFOQZHeVqV_GxOYRNTQnzVN_jXSw0-fhL1nlY/edit?usp=sharing)  [FBLA Business Communication Standards](https://docs.google.com/document/d/1zXGOftkfurKC4HX3qkz7yFPo0Jppdq2w8uSfTtenTec/edit?usp=sharing)  [Washington Career and Technical Education 21st Century Leadership Skills](https://docs.google.com/document/d/1x2oBwYl4M4yQU8sGf25_VROng8rbcSWjcrZrMtn2dCc/edit?usp=sharing)  [John Stossel’s Racist Bake Sale](https://www.bing.com/videos/search?q=%22john+stossel%22+racism&adlt=STRICT&view=detail&mid=5114ABF2C4EFAA34CB1C5114ABF2C4EFAA34CB1C&&FORM=VRDGAR&ru=%2Fvideos%2Fsearch%3Fq%3D%2522john%2Bstossel%2522%2Bracism%26qs%3Dn%26form%3Dqbvrmh%26sp%3D-1%26pq%3D%2522john%2Bstossel%2522%2Bracism%26sc%3D0-21%26sk%3D%26cvid%3Deff90989352d480f88865878b6b65ffb%26ghsh%3D0%26ghacc%3D0%26ghpl%3D%26ADLT%3DSTRICT)  [Exact Instructions Challenge](https://www.bing.com/videos/search?q=exact+challenge+game&adlt=STRICT&view=detail&mid=8E4B5E0A66049AF6207C8E4B5E0A66049AF6207C&&FORM=VRDGAR&ru=%2Fvideos%2Fsearch%3Fq%3Dexact%2Bchallenge%2Bgame%26qs%3Dn%26form%3Dqbvr%26sp%3D-1%26pq%3Dexact%2Bchallenge%2Bgame%26sc%3D1-20%26sk%3D%26cvid%3Dc5a68d95627a4a1b9c207407ed195904%26ghsh%3D0%26ghacc%3D0%26ghpl%3D%26ADLT%3DSTRICT)  [Seven goals of a negative news message](https://openoregon.pressbooks.pub/ctetechwriting/chapter/article-7-goals-for-delivering-bad-news-week-5/#:~:text=There%20are%20seven%20goals%20to%20keep%20in%20mind,a%20formal%20association%20is%20being%20terminated.%20More%20items) | | |
| |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **Outline:**   |  |  | | --- | --- | | Unit | Hours | | 1. Foundations of Communications and Professional Ethics | 35 | | 1. The Writing Process for Target Audiences | 35 | | 1. Internal and External Communication in the Workplace | 35 | | 1. The Research Process Applied to Electronic and Written Business Publications | 20 | | 1. In-person Meetings, Web-based Conferencing, and Team Dynamics | 30 | | 1. Job Search Process; From Start to Hire! | 25 | | | | |

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| **Unit 1:** Foundations of Communications and Professional Ethics | | **Total Learning Hours for Unit:** 35 |
| **Unit Summary**: Students define the communication process and develop a foundational understanding of key components of business communication expec­tation through the following:   * Examining the importance and forms of communication to a variety of audiences and contexts as it relates to both sending and receiving information * Recognizing different communications styles and learning to adapt for greater effectiveness * Explaining the five (5) “C’s” of communication: clear, correct, concise, complete, courteous * Articulating the 8 key components to a successful communication strategy: 1) source/sender/narrator, 2) message/storyline 3) channel, 4) receiver/audience/stakeholder, 5) feedback, 6) environment, 7) context, 8) environment, and how these concepts are affected by word choice, figurative language, and nuances in word meanings * Identifying formal and informal behaviors in all forms of communication * Demonstrating professional behaviors according to the employer, customer, coworker, and other stakeholder expectations and environments * Explaining the importance of ethics as part of the persuasion process through evaluation of various ethical dilemmas commonly found in the workplace * Engaging in an analysis of business communications through the position of various stakeholders to name the problem, situation, or observation of the significance of one or multiple points of view as each relates to the sender/narrator and receiver/audience/stakeholder * Defining and Identifying examples of communication that foster bias in the workplace, as well as strategies for how to eliminate bias from communication * Analyzing workplace communication/behaviors that are hostile and explaining how, why, and when these can escalate to require administrative and/or legal investigation | | |
| **Performance Assessments**: (Districts to complete for each unit)  *Example assessments for this unit include:*  At a proficiency or industry standards level, students:   * Identify, analyze, and critique the basic components of communications, such as the message, the sender, the receiver, the mode, the noise, and the response * Differentiate between verbal and nonverbal communications when interacting with peers, subordinates, superiors, and customers * Create a list of specific techniques for effective communications and catalog how different cultures and generations attach different meanings to various gestures, intonations, figurative language, slang, and other communications techniques * Develop a collaborative environment where several communication game activities are examined as a way to analyze literal versus implied meaning and the value of word choice and messaging, including the telephone game, PB sandwich directions, business vocabulary Kahoots, etc. * Take the [Exact Instructions Challenge](file:///C:\Users\lisa.fish\AppData\Local\Microsoft\Windows\INetCache\Content.Outlook\7ZUEZXQU\Exact%20Instructions%20Challenge) video: Working collaboratively to identify barriers to effective communication, including cultural barriers, students create a short-style video following specific directions for a chosen topic * Research and define business ethics and using the 5 C’s in a 1-page report to explain the importance of business ethics and operating in an ethical work environment. Ethical issues described should include categories of fairness & honesty, conflict of interest, communications, and business relationships. Students examine business scenarios and discuss the ethical dilemmas examining each perception, or point of view, as related to commonly known business stakeholders * Develop and present a code of ethics for the classroom using the 8 key components to a successful communication strategy, including a method of collecting feedback and self-evaluation * Analyze 2-3 business’s Code of Ethics and the policies for non-compliance * Practice and implement proven communication techniques to foster positive interpersonal relationships in the business environment, such as:   + Establish and maintain positive relationships with coworkers and customers (e.g., being fair, helpful, tactful, gracious, and appreciative)   + Recognize manifestations of tension and employ recommended strategies to resolve the situation in the most favorable ways (e.g., collaborating, compromising, accommodating) * Learn communication styles for self and others using diagnostics, observation, and role play. Active listening for understanding of people,ideas, and synthesis. Example activities could include Candy bar analysis, Jellybean analysis, etc. * Participate in activities that introduce bounded awareness and the cost of unforeseen consequences when ignoring accessible information and perceivable outcomes. Example activities could be evaluation of Challenger Space Shuttle disaster or cell phone addiction challenge * Discuss bias free communication and the impact of bias in the communication process. An example activity could be an analysis of [John Stossel’s Racist Bake Sale](https://www.bing.com/videos/search?q=%22john+stossel%22+racism&adlt=STRICT&view=detail&mid=5114ABF2C4EFAA34CB1C5114ABF2C4EFAA34CB1C&&FORM=VRDGAR&ru=%2Fvideos%2Fsearch%3Fq%3D%2522john%2Bstossel%2522%2Bracism%26qs%3Dn%26form%3Dqbvrmh%26sp%3D-1%26pq%3D%2522john%2Bstossel%2522%2Bracism%26sc%3D0-21%26sk%3D%26cvid%3Deff90989352d480f88865878b6b65ffb%26ghsh%3D0%26ghacc%3D0%26ghpl%3D%26ADLT%3DSTRICT) * Support understanding of the impact of culture understanding through the implementation of aligned district-approved Social Emotional Learning (SEL) unit   Other Evidence includes:   * 21st Century Skills Weekly Observation Assessment * Participate in conferences that promote career development, such as DECA Career Development Conferences, FBLA State Leadership Business Conference, and Career Development Conferences | | |
| **Leadership Alignment**: (Districts to complete for each unit)  *Leadership alignment must include a unit specific project/activity that aligns with the 21st Century Leadership Skills.*  *Example:*   * Students research and define business ethics and explain the importance of business ethics and operating in an ethical work environment. Students will be able to describe ethical categories of fairness & honesty, conflict of interest, communications, and business relationships. Students examine business scenarios and identify the ethical dilemma.   *2.0 Critical Thinking and Problem Solving 2.A Reason Effectively (2.A.1)*  *9.A Interact Effectively with Others (9.A.1, 9.A.2)*   * Recognize manifestations of tension and employ recommended strategies to resolve the situation in the most favorable ways (e.g., collaborating, compromising, accommodating).   *11.B Be Responsible to Others (11.B.1)*  *12.A Global Awareness (12.A.1, 12.A.2, 12.A.3)* | | |
| **Industry Standards and/or Competencies:**    **National Standards for Business Education**  *FOUNDATIONS OF COMMUNICATION*  1. ACHIEVEMENT STANDARD*:* Listen actively, use the communication process, read and research information, and integrate technology to enhance communication effectiveness.  A. ACTIVE LISTENING  *Level 1 Performance Expectations*  1. Listen for meaning  2. Request feedback to confirm information  5. Demonstrate courteous attention when listening to others  B. BASIC COMMUNICATION PROCESS  *Level 1 Performance Expectations*  1. Identify purpose of the message  4. Prepare instructions to complete simple tasks  C. READING AND RESEARCH  *Level 1 Performance Expectations*  2. Read for knowledge and information  *Level 2 Performance Expectations*  9. Expand vocabulary to include basic business terminology  11. Use contextual clues to recognize word meaning  Level 4 Performance Expectations  28. Assess the ethical implications of misinformation  D. TECHNOLOGY  *Level 1 Performance Expectations*  1. Identify technology tools used to communicate information  2. Use technology tools to communicate information  4. Demonstrate basic ability to input written information  7. Identify proper etiquette when communicating with technology  *Level 3 Performance Expectations*  26. Identify ethical and legal issues regarding the use of digital information  *INTERPERSONAL SKILLS*  1. ACHIEVEMENT STANDARD: Apply interpersonal skills in personal and professional environments to communicate effectively.  A. PROFESSIONALISM AND BUSINESS ETIQUETTE  *Level 1 Performance Expectations*  1. List characteristics inherent in a positive attitude  2. Differentiate between positive and negative communication styles  3. Demonstrate positive nonverbal communication  4. Use courtesy and tact when communicating with others  *Level 3 Performance Expectations*  36. Define ethics and identify the process by which individuals develop the foundation for making ethical decisions  39. Analyze an organization’s code of ethics  *Level 4 Performance Expectations*  44. Relate the appearance of one’s work area to professional image  48. Compare and contrast various organizations’ code of ethics  50. Analyze the impact of company policies and procedures on communication  *WRITTEN COMMUNICATION*  1. ACHIEVEMENT STANDARD*:* Prepare clear, complete, concise, correct, and courteous written messages for personal and professional uses.  A. MECHANICS AND WRITING BASICS  *Level 1 Performance Expectations*  1. Use correct spelling, grammar, word and number usage, punctuation, and formatting  2. Write logical, coherent sentences, and paragraphs  4. Identify language and style appropriate for audience  9. Identify plain language and conversational tone in message  *Level 2 Performance Expectations*  12. Use acceptable standards for grammar, punctuation, and word and number usage  17. Discuss the importance of taking responsibility for all written communication  19. Use plain language and conversational tone  *Level 3 Performance Expectations*  22. Use bias-free language  23. Use language, strategies, and techniques that reflect cultural sensitivity  **2019 Future Business Leaders of America (FBLA) Business Communications Competency**  *Competency A: Communication Concepts*  1. Describe the forms of communication  5. Discuss communication techniques as they apply to internal and external customers  6. Describe and analyze the impact of cultural diversity on the communication process.  10. Use bias-free language (e.g., gender, race, religion, physical challenges, and sexual orientation).  13. Evaluate appropriate and inappropriate methods of interacting with others in the workplace, including team-based workgroups.  14. Define and differentiate workplace relationships, including supervisor, employee, client, and team member.  *Competency C: Reading Comprehension*  1. Read and follow directions  *Competency F: Oral and Nonverbal Communications*  1. Demonstrate effective active listening techniques and identify major barriers to listening  **Distributive Education Clubs of America (DECA)**  Performance Element: Apply verbal skills to obtain and convey information (CO:058; CO:59; CO:60, CO83, CO:84)  Performance Element: Understand the nature of business to show its contributions to society. (EC:070, EC:106)  Performance Element: Apply ethics to demonstrate trustworthiness (EI:022, EI:021, EI:127, EI:091, EI:004, EI:075, EI:128, 3I:123, EI:124, EI:125, EI:092) | | |
| **Aligned Washington State Academic Standards** | | |
| **English Language Arts: Common Core** | Reading: Literature  RL.11-12.2 - Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.  RL.11-12.4 - Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)  RL.11-12.6 - Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).  Reading: Informational Text  RI.11-12.1 - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.  [RI.11-12.2](http://www.corestandards.org/ELA-Literacy/RI/11-12/2/) - Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.  [RI.11-12.3](http://www.corestandards.org/ELA-Literacy/RI/11-12/3/) - Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.  [RI.11-12.4](http://www.corestandards.org/ELA-Literacy/RI/11-12/4/) - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).  RI.11-12.5 - Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.  RI.11-12.6 - Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.  RI.11-12.7 - Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.  RI.11-12.10 - By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.  By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11-CCR text complexity band independently and proficiently.  Writing  W.11-12.3 - Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.  W.11-12.3.A - Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.  W.11-12.3.B - Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.  W.11-12.3.E - Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.  W.11-12.9 - Draw evidence from literary or informational texts to support analysis, reflection, and research.  Speaking & Listening  SL.11-12.1 - Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.  SL.11-12.1.A - Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.  SL.11-12.1.B - Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.  SL.11-12.1.C - Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.  SL.11-12.1.D - Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.  SL.11-12.2 - Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.  SL.11-12.3 - Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.  SL.11-12.4 - Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.  SL.11-12.6 - Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.  Language  L.11-12.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  L.11-12.1.A - Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.  L.11-12.2.B - Spell correctly.  L.11-12.4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.  L.11-12.4.D - Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary)  L.11-12.6 - Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.  Literacy in History/Social Studies  RH.11-12.2 - Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.  RH.11-12.3 - Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.  RH.11-12.4 - Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).  RH.11-12.6 - Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.  RH.11-12.8 - Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.  Literacy in Science & Technical Subjects  RST.11-12.3 - Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.  RST.11-12.4 - Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics.  RST.11-12.5 - Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.  RST.11-12.6 - Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.  RST.11-12.7 - Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.  RST.11-12.9 - Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.  Writing: History/Social Studies, Science and Technical  WHST.11-12.1 - Write arguments focused on discipline-specific content.  WHST.11-12.1.A - Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.  WHST.11-12.1.B - Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.  WHST.11-12.1.C - Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.  WHST.11-12.1.D - Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.  WHST.11-12.2.B - Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.  WHST.11-12.2.D - Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.  WHST.11-12.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  WHST.11-12.5 - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.  WHST.11-12.6 - Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.  WHST.11-12.7 - Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.  WHST.11-12.8 - Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific 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.  WHST.11-12.9 - Draw evidence from informational texts to support analysis, reflection, and research. | |

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| **Unit 2:** The Writing Process for Target Audiences | | **Total Learning Hours for Unit:** 35 |
| **Unit Summary**: Students expand their skills in communication with an emphasis on writing techniques as follows:   * Identify the three stages of writing/communication * Explain the importance of having a clear purpose * Explore how to analyze your audience * Evaluate the strengths and weaknesses of different communication channels * Prepare instructions to develop technical writing skills * Evaluate and revise technical writing for effectiveness * Describe five principles of plain language * Explain how to select the right tone based on audience, purpose, and communication tool * Incorporate bias-free and inclusive language to include ADA compliance, including demonstrating voice input, speech recognition, closed-caption, and readability tools * Understand how to organize and format your communication for clarity and effective results using business terminology and accurate word choice * Demonstrate how to write effective conventions of language and communication, (e.g., punctuation, grammar, capitalization and paragraphs and sentences to include proper use of subjects, predicates, verbs, adverbs, nouns, pronouns, direct and indirect objects, and preposition and infinitive phrases in sentences) * Use active voice and explain the benefits to readers as a means of effective communication * Evaluate how to use reverse outlining to improve writing * Determine how to incorporate feedback and analysis into revisions and final copy or presentation * Analyze best resources for editorial review * Identify appropriate reading methods (e.g., skimming, scanning, speed-reading, and in-depth reading) for particular situations and research). | | |
| **Performance Assessments**: (Districts to complete for each unit)  *Example assessments for this unit include:*   * Complete a listening skills survey assessment to identify their personal strengths and weaknesses * Take reading skills assessment and evaluate results * Collaborate and participate in several communication game activities, including the drawing back-to-back and/or peanut butter and jelly sandwich directions. [Exact Instructions Challenge](https://www.bing.com/videos/search?q=exact+challenge+game&adlt=STRICT&view=detail&mid=8E4B5E0A66049AF6207C8E4B5E0A66049AF6207C&&FORM=VRDGAR&ru=%2Fvideos%2Fsearch%3Fq%3Dexact%2Bchallenge%2Bgame%26qs%3Dn%26form%3Dqbvr%26sp%3D-1%26pq%3Dexact%2Bchallenge%2Bgame%26sc%3D1-20%26sk%3D%26cvid%3Dc5a68d95627a4a1b9c207407ed195904%26ghsh%3D0%26ghacc%3D0%26ghpl%3D%26ADLT%3DSTRICT) * Review text messages or social media posts for the use of figurative language and/or misused words * Evaluate the day’s business stories from popular blogs that tell the company’s story, identifying how the story is developed through theme, setting, characters, tone, and action * Study in groups to identify barriers to effective communication, including cultural barriers; create an instruction sheet for a complex task of the group’s choice and use reverse outlining to improve communication effectiveness. Students think-pair-share, reviewing instructions and providing feedback for improved communication and bias free language. Using a collaboration tool, such as Padlet, students evaluate, review, and edit peer work for effectiveness. Example activities could be Connect the Dots, Herman Grid, old woman versus young woman * Locate a website used to sell a product or service, and evaluate the website’s design, content, text, images, layout, and color. Working individually or in pairs, discuss the site’s effectiveness and ease of navigation, including the use of hyperlinks. Using persuasive writing techniques, produce a blog addressing the pros and cons of the product using hyperlinks, proper grammatical standards, and active voice * Find examples of writing that incorrectly conveys the wrong message based on one or more stakeholder points of view. Establish the problem, situation, or observation(s) made, and why this is significant based on context, culture, or business practices. Examples can be found at Captain Grammar Pants or Grammar Girls (podcasts or online)   Other Evidence includes:   * 21st Century Skills Weekly Assessment * Participate in conferences that promote career development, such as DECA Career Development Conferences, FBLA State Leadership Business Conference, and Career Development Conferences | | |
| **Leadership Alignment**: (Districts to complete for each unit)  *Leadership alignment must include a unit specific project/activity that aligns with the 21st Century Leadership Skills.*  *Example:*   * Locate a website used to sell a product or service. Evaluate the website’s design, content, text, images, layout, and color. Discuss the site’s effectiveness and ease of navigation, including the use of hyperlinks. Using persuasive writing techniques, produce a blog addressing the pros and cons of the product using hyperlinks, proper grammatical standards, and active voice.   *21.A Think Creatively (1.A.1, 1.A.2, 1.A.3 )*  *2.B Use System Thinking (2.B.1)*   * Students complete a listening skills survey assessment to identify their personal strengths and weaknesses.   *2.C Make Judgements and Decisions (2.C.1, 2.C.3, 2.C.4, 2.C.5)*  *8.B Work Independently (8.B.1)* | | |
| **Industry Standards and/or Competencies:**    **National Standards for Business Education**  *FOUNDATIONS OF COMMUNICATION*  *1. ACHIEVEMENT STANDARD:* Listen actively, use the communication process, read and research information, and integrate technology to enhance communication effectiveness.  A. ACTIVE LISTENING  *Level 1 Performance Expectations*  3. Determine when more information is needed and ask appropriate questions  4. Follow spoken directions  *Level 2 Performance Expectations*  6. Identify relevant information in spoken messages  9. Listen discriminately to separate fact from opinion  B. BASIC COMMUNICATION PROCESS  *Level 4 Performance Expectations*  22. Evaluate message from both the sender’s and receiver’s perspectives  C. READING AND RESEARCH  *Level 1 Performance Expectations*  3. Demonstrate reading comprehension by restating or summarizing  4. Retain and interpret information gained through reading  5. Read and follow directions  D. TECHNOLOGY  *Level 1 Performance Expectations*  5. Use basic applications (word processing, spreadsheets, presentations, and graphics) to communicate a specific message  *WRITTEN COMMUNICATION*  *1. ACHIEVEMENT STANDARD:* Prepare clear, complete, concise, correct, and courteous written messages for personal and professional uses.  A. MECHANICS AND WRITING BASICS  *Level 2 Performance Expectations*  16. Proofread business documents to ensure that they are clear, correct, concise, complete, consistent, and courteous  *Level 4 Performance Expectations*  31. Analyze ethical implications of written messages containing misleading, distorted, and missing information  B. BUSINESS MESSAGES  *Level 2 Performance Expectations*  13. Prepare instructions to complete complex tasks  **2019 Future Business Leaders of America (FBLA) Business Communications Competency**  *Competency A: Communication Concepts*  6.     Describe and analyze the impact of cultural diversity on the communication process  10.   Use bias-free language (e.g., gender, race, religion, physical challenges, and sexual orientation)  *Competency B: Written and Report Applications*  1.     Produce organized, coherent, and developed paragraphs with a clear topic sentence, effective transitions, and a relevant conclusion.  2.     Describe and demonstrate the stages of the writing process to include planning, writing, editing, proofreading, and revising.  4.     Plan, compose, and produce instructions/directions, and descriptions.  *Competency C: Reading Comprehension*  1.     Read and follow directions  7.     Select the appropriate reading method (e.g. skimming, scanning, speed-reading, and in-depth reading) for a particular situation.  **Distributive Education Clubs of America (DECA)**  Performance Element: Read to acquire meaning from written material and to apply the information to a task. (CO:054, CO:055, CO:056)  Performance Element: Exhibit techniques to manage emotional reactions to people and situations. (EI:019, EI:025, EI:003)  Performance Element: Use communication skills to foster open, honest communications. (EI:007, EI:038, EI:129, EI:106) | | |
| **Aligned Washington State Academic Standards** | | |
| **English Language Arts: Common Core** | Reading: Literature  RL.11-12.3 - Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).  RL.11-12.4 - Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)  RL.11-12.5 - Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.  RL.11-12.6 - Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).  Reading: Informational Text  RI.11-12.1 *-* Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.  [RI.11-12.2](http://www.corestandards.org/ELA-Literacy/RI/11-12/2/) - Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.  [RI.11-12.3](http://www.corestandards.org/ELA-Literacy/RI/11-12/3/) - Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.  [RI.11-12.4](http://www.corestandards.org/ELA-Literacy/RI/11-12/4/) - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).  RI.11-12.5 - Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.  RI.11-12.6 - Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.  RI.11-12.7 - Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.  RI.11-12.10 - By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.  By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11-CCR text complexity band independently and proficiently.  Writing  W.11-12.1 - Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.  W.11-12.1.A - Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.  W.11-12.1.B - Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.  W.11-12.1.D - Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.  W.11-12.1.E *-* Provide a concluding statement or section that follows from and supports the argument presented.  W.11-12.2 - 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.  W.11-12.2.A - Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.  W.11-12.2.B - Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.  W.11-12.2.C - Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.  W.11-12.2.D - Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.  W.11-12.2.E *-* Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.  W.11-12.2.F - Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).  W.11-12.3 - Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.  W.11-12.3.A - Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.  W.11-12.3.B - Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.  W.11-12.3.C - Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).  W.11-12.3.D - Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.  W.11-12.3.E- Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.  W.11-12.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)  W.11-12.5 - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12 [here](http://www.corestandards.org/ELA-Literacy/L/11-12/).)  W.11-12.6 - Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.  W.11-12.10 - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.  Speaking & Listening  SL.11-12.1 - Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.  SL.11-12.1.A - Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.  SL.11-12.1.B - Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.  SL.11-12.1.D - Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.  SL.11-12.2- Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.  SL.11-12.4 - Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.  SL.11-12.6- Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.  Language  L.11-12.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  L.11-12.1.B - Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed.  L.11-12.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  L.11-12.2.A - Observe hyphenation conventions.  L.11-12.2.B - Spell correctly.  L.11-12.3 - Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.  L.11-12.4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.  L.11-12.4.A - Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.  L.11-12.4.B - Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).  L.11-12.4.C - Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.  L.11-12.4.D - Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary)  L.11-12.5 - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.  L.11-12.5.A - Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.  L.11-12.6 - Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.  Literacy in History/Social Studies  RH.11-12.2 - Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.  RH.11-12.4 - Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).  RH.11-12.5- Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.  RH.11-12.8 - Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.  Literacy in Science & Technical Subjects  RST.11-12.3 - Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.  RST.11-12.5 - Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.  RST.11-12.9 - Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.  Writing: History/Social Studies, Science and Technical  WHST.11-12.1.C - Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.  WHST.11-12.1.D - Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.  WHST.11-12.2 - Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.  WHST.11-12.2.A - Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.  WHST.11-12.2.B - Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.  WHST.11-12.2.C - Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.  WHST.11-12.2.D - Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.  WHST.11-12.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  WHST.11-12.5 - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.  WHST.11-12.6 - Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.  WHST.11-12.8 - Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific 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.  WHST.11-12.9 - Draw evidence from informational texts to support analysis, reflection, and research.  WHST.11-12.10 - Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. | |

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| **Unit 3:** Internal and External Communication in the Workplace | | **Total Learning Hours for Unit:** 35 |
| **Unit Summary**: Students apply their writing skills to create materials commonly used in professional communications with these activities:   * Identify characteristics of effective professional communications * Discuss emerging netiquette standards in social media used for professional purposes * Discuss the purpose and format of formal and informal emails * Understand effective strategies, subjects, and terminology for business emails * Describe the different parts of standard business letters * Understand how to organize and format your communication for clarity and effective results using business terminology * Discuss the role of text messaging in business communication * Evaluate positive and negative images when using a phone/mobile device * Demonstrate appropriate mobile phone etiquette and message taking * Evaluate examples of voicemail greetings and messages to determine effectiveness * Create a press release that informs, announces, or reminds a target audience of an event or product * Develop a storyline for a product, event, or other promotion that targets an identified audience, and introduces a character or purpose to support a theme using clear, correct, concise, complete, consistent, and courteous language that is proper grammar, word choice, and punctuation * Apply proper netiquette when communicating using technology * Examine the use of machine learning models that perform Natural Language Generation (NLG), such as ChatGPT, and the application in business writing * Recognize the importance of promptly, politely, and accurately responding to digital messages * Select the most efficient and effective technology tool(s), styles, standards, and colors to communicate information based on audience, context, and appropriate business purpose * Identify how to write effective instructional messages * List and discuss [seven goals of a negative news message](https://openoregon.pressbooks.pub/ctetechwriting/chapter/article-7-goals-for-delivering-bad-news-week-5/#:~:text=There%20are%20seven%20goals%20to%20keep%20in%20mind,a%20formal%20association%20is%20being%20terminated.%20More%20items) * Discuss the importance of communicating bad news carefully in professional contexts * Write an effective negative news message * Examine when to present negative news in person and prepare talking points * Write responses to claims and complaints * Demonstrate persuasion in writing * Examine basic social media messaging in sales and identify its central purpose, potential bias, and level of inclusivity * Understand how to respond to negative social media posts * Examine the importance of goodwill messages for business | | |
| **Performance Assessments**: (Districts to complete for each unit)  *Example assessments for this unit include:*   * Create a digital folder and compile a resource guide that catalogs key business standards of courtesy and propriety in a digital business world (“netiquette”) and prepare a presentation or web page using bias free language that includes the following topics:   + Message priority (urgent, normal, or low)   + Consent to share (property rights)   + Confidential or sensitive information (privacy)   + Message formatting (fonts, color, case, informal abbreviations, emoticons) * Draft and revise business correspondence, e-mail messages, short contracts and reports, electronic forms, data sets, press release(s), social media posts, and legal documents for boilerplate use in business in standard English using the following:   + Employing word processing and simple spreadsheet programs   + Using proper grammar essentials, including parts of speech, vocabulary, punctuation, sentence structure   + Applying accepted business standards and styles, including fonts, margins, layout, color, formats for dates, times, currencies, proper names   + Using acceptable business language, vocabulary, acronyms   + Writing for social media   + Writing for the customer   + Analyzing and integrating NLG technology ethically and responsibly   Other Evidence includes:   * 21st Century Skills Weekly Assessment * Participate in conferences that promote career development such as DECA Career Development Conferences, FBLA State Leadership Business Conference, and Career Development Conferences | | |
| **Leadership Alignment**: (Districts to complete for each unit)  *Leadership alignment must include a unit specific project/activity that aligns with the 21st Century Leadership Skills.*  *Example:*   * Students create a folder and compile significant points regarding courtesy and propriety in a digital business world (“netiquette”) and prepare a presentation or web page using bias free language that includes the topics of   + Message priority (urgent, normal, or low)   + Consent to share (property rights)   + Confidential or sensitive information (privacy)   + Message formatting (fonts, color, case, informal abbreviations, emoticons)   *3.A Communicate Clearly (3.A.1, 3.A.2, 3.A.3, 3.A.4)*  *4.A Access and Evaluate Information (4.A.1, 4.A.2)*  *5.A Analyze Media (5.A.1, 5.A.2,)*   * Students evaluate, create, and revise business correspondence, e-mail messages, short contracts and reports, electronic forms, data sets, social media posts, and small legal documents for a business in standard English using the following:   + Employing word processing and simple spreadsheet programs   + Using proper grammar essentials, including parts of speech, vocabulary, punctuation, sentence structure   + Applying accepted business styles, including fonts, margins, layout, color, formats for dates, times, currencies, proper names   + Using acceptable business language, vocabulary, acronyms   + Writing for social media   + Writing for the customer   *5.B Create Media Products (5.B.1, 5.B.2)*  *6.A Apply Technology Effectively (6A.1, 6.A.2)*  *10.B Produce Results (10.B.1.a, 10.B.1.b, 10.B.1.c, 10.B.1.d, 10.B.1.e, 10.B.1.h)* | | |
| **Industry Standards and/or Competencies:**    **National Standards for Business Education**  *FOUNDATIONS OF COMMUNICATION*  *1. ACHIEVEMENT STANDARD:* Listen actively, use the communication process, read and research information, and integrate technology to enhance communication effectiveness.  B. BASIC COMMUNICATION PROCESS  *Level 3 Performance Expectations*  17. Expand vocabulary to include advanced business terminology  *Level 4 Performance Expectations*  21. Compose message to ensure transfer of meaning  D. TECHNOLOGY  *Level 1 Performance Expectations*  3. Communicate effectively with social media applications  *Level 2 Performance Expectations*  13. Apply proper etiquette when communicating using technology  14. Recognize importance of promptly, politely, and accurately responding to digital messages  *Level 3 Performance Expectations*  28. Design and publish effective, professional Web pages  *WRITTEN COMMUNICATION*  *1. ACHIEVEMENT STANDARD:* Prepare clear, complete, concise, correct, and courteous written messages for personal and professional uses.  A. MECHANICS AND WRITING BASICS  *Level 2 Performance Expectations*  11. Adapt language and style for specific audiences  15. Demonstrate sensitivity to language bias  B. BUSINESS MESSAGES  *Level 2 Performance Expectations*  6. Compose coherent business messages that request information and action  7. Compose coherent business messages that respond to requests  12. Apply correct formats to various business messages  *Level 4 Performance Expectations*  22. Compose all types of business messages in an effective manner  **2019 Future Business Leaders of America (FBLA) Business Communications Competency**  *Competency A: Communication Concepts*  7.    Employ appropriate communication strategies for dealing with dissatisfied customers (e.g., face-to-face discussions, electronic correspondence, and writing).  *Competency B: Written and Report Applications*  2.    Describe and demonstrate the stages of the writing process to include planning, writing, editing, proofreading, and revising.  3.    Write and design a document (e.g., memo, letter, report) using the correct style, format and content (e.g., letter, memorandum, report, e-mail) that is appropriate for the type of correspondence (e.g., persuasive, positive, negative)  *Competency D: Grammar*  18.  Write logical, coherent phrases, sentences, and paragraphs. Incorporate correct spelling, grammar, and punctuation  *Competency J: Digital Communications (e-mail, messaging, netiquette, etc.)*  1.    Identify various forms of electronic communication, including new and emerging communication technologies  2.    Demonstrate and select the appropriate use of electronic messaging technologies (e.g., fax, voice mail, conference calls, chat rooms, and e-mail)  5.    Examine proper use of e-mail and other appropriate Internet/intranet communication capabilities, including business-related terminology and language  8.    Apply the etiquette rules for electronic messaging (e.g., email, cell phone, text messaging, social media, and voicemail)  **Distributive Education Clubs of America (DECA)**  Performance Element: Write internal and external business correspondence to convey and obtain information effectively. (CO:016, CO:088, CO:089, CO:090, CO:133, CO:039, CO:040, CO:031, CO:202)  Performance Element: Write internal and external business correspondence to . . . (All Performance Indicators)  Performance Element: Use social media to communicate with business stakeholders. (CO:205, CO:206)  Performance Element: Use communication skills to influence others (EI:108, EI:012, EI:062) | | |
| **Aligned Washington State Academic Standards** | | |
| **English Language Arts: Common Core** | Reading: Literature  RL.11-12.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.  RL.11-12.4 - Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)  RL.11-12.5 - Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.  RL.11-12.6 - Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).  Reading: Informational Text  RI.11-12.1 - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.  [RI.11-12.2](http://www.corestandards.org/ELA-Literacy/RI/11-12/2/) - Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.  [RI.11-12.3](http://www.corestandards.org/ELA-Literacy/RI/11-12/3/) - Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.  [RI.11-12.4](http://www.corestandards.org/ELA-Literacy/RI/11-12/4/) - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).  RI.11-12.5 - Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.  RI.11-12.6 - Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.  RI.11-12.7 - Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.  RI.11-12.10 - By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.  By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11-CCR text complexity band independently and proficiently.  Writing  W.11-12.1 - Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.  W.11-12.1.A - Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.  W.11-12.1.B - Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.  W.11-12.1.C - Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.  W.11-12.1.D - Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.  W.11-12.1.E - Provide a concluding statement or section that follows from and supports the argument presented.  W.11-12.2 - 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.  W.11-12.2.A - Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.  W.11-12.2.B - Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.  W.11-12.2.C - Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.  W.11-12.2.D - Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.  W.11-12.2.E - Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.  W.11-12.2.F - Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).  W.11-12.3 - Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.  W.11-12.3.A - Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.  W.11-12.3.B - Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.  W.11-12.3.C - Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).  W.11-12.3.D - Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.  W.11-12.3.E - Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.  W.11-12.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)  W.11-12.5 - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12 [here](http://www.corestandards.org/ELA-Literacy/L/11-12/).)  W.11-12.6 - Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.  W.11-12.8 - Gather relevant information from multiple authoritative print and digital 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.  W.11-12.9 - Draw evidence from literary or informational texts to support analysis, reflection, and research.  Speaking & Listening  SL.11-12.1 - Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.  SL.11-12.1.A - Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.  SL.11-12.1.B - Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.  SL.11-12.1.C - Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.  SL.11-12.1.D - Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.  SL.11-12.2 - Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.  SL.11-12.3 - Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.  SL.11-12.4 - Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.  SL.11-12.5 - Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.  SL.11-12.6 - Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.  Language  L.11-12.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  L.11-12.1.B - Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed.  L.11-12.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  L.11-12.2.A - Observe hyphenation conventions.  L.11-12.2.B - Spell correctly.  L.11-12.3 - Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.  L.11-12.4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.  L.11-12.4.A - Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.  L.11-12.4.C - Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.  L.11-12.6 - Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.  Literacy in History/Social Studies  RH.11-12.2 - Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.  RH.11-12.3 - Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.  RH.11-12.4 - Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).  RH.11-12.6 - Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.  RH.11-12.8 - Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.  RH.11-12.9 - Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.  Literacy in Science & Technical Subjects  RST.11-12.2 - Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.  RST.11-12.3 - Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.  RST.11-12.5 - Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.  RST.11-12.7 - Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.  RST.11-12.9 - Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.  Writing: History/Social Studies, Science and Technical  WHST.11-12.1 - Write arguments focused on discipline-specific content.  WHST.11-12.1.A - Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.  WHST.11-12.1.B - Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.  WHST.11-12.1.D - Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.  WHST.11-12.2 - Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.  WHST.11-12.2.A - Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.  WHST.11-12.2.B - Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.  WHST.11-12.2.C - Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.  WHST.11-12.2.D - Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.  WHST.11-12.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  WHST.11-12.5 - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.  WHST.11-12.6 - Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.  WHST.11-12.7 - Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.  WHST.11-12.8 - Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific 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.  WHST.11-12.9 - Draw evidence from informational texts to support analysis, reflection, and research.  WHST.11-12.10 - Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. | |

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| **Unit 4:** The Research Process Applied to Electronic and Written Business Publications | | **Total Learning Hours for Unit:** 20 |
| **Unit Summary**: Students refine and apply their knowledge of the process applied to electronic and written business publications through guided instruction with the following activities:   * Distinguish between formal and informal research * Determine how to conduct research and question to gather information * Apply effective search techniques of Boolean searches * Learn to evaluate sources, including Wiki and academic papers, Natural Language Generation (NLG), subject experts, Websites, bias vs non-bias studies/reports, news organizations, etc. * Understand how to be ethical, avoid plagiarism, adhere to copyright laws, and use reputable sources * Discuss case studies in business communication and name best practices * Evaluate data and methods used to communicate results * Understand the purpose of electronic portfolios, websites, podcasts, blogs, etc. and the use of design/layout * Design and create electronic portfolios packaged on a suitable media platform * Understand the different types of reports, proposals, and contracts and the appropriate use based on the audience and communication needs * Discuss the main parts of a formal report used in business, such as a Request for Proposal (RFP), Proposal, Business Plan, etc. * Examine how to use headings and lists in report writing * Learn how to integrate graphics, formatting, styles, and tones to support effective business communication * Decide the format needed for different report forms, including business plans, proposals, contracts, etc. * Incorporate appropriate reading methods (e.g., skimming, scanning, speed-reading, and in-depth reading) for the situation * Utilize proper citation styles for paraphrased or verbatim content (Websites, standards writing, quoting sources) * Examine different examples of design included in electronic communication mediums * Compare and contrast the value of communication using electronic business platforms rather than or in addition to in-person based on audience size and communication purpose: Teams, SharePoint, Square Space, Slack, Google Meets, etc. | | |
| **Performance Assessments**: (Districts to complete for each unit)  *Example assessments for this unit include:*   * Create a rubric or similar tool for evaluating and selecting the best electronic communication tool for a given task or situation based on alignment with the 5 C’s. Using scenarios from business and industry, identify appropriate tools for various business communication needs and defend selections through a persuasive narrative, based on the application of the rubric * Research and analyze various aspects of good digital citizenship. In groups, discuss the effects of technology on day-to-day and business communications. Select one topic (such as hacking of a customer database, social media, etc.) for further exploration and develop an electronic presentation demonstrating the implications of the topic on society, as well as business and industry * Develop primary and secondary questions for a subject expert interview, and apply interviewing techniques to gather and record information * Use advanced research techniques to find and use a variety of primary and secondary sources. Read and report both in a written and in an oral format on current business articles using MS PowerPoint or a similar presentation tool * Evaluate content of articles for accuracy, clarity, voice, and bias in diverse formats and media, including various social media platforms used in business * Compare and contrast content generated from Natural Language Generation (NLG) for accuracy, word choice, clarity, voice, bias, and appropriate use for the identified purpose (social media, text message, report, speech, etc.) * Use research and the writing process (site-specific textual evidence) to do the following:   + Plan   + Compose   + Edit   + Publish * Identify the parts of a business report: title page, table of contents, abstract/executive summary, body (including introduction and conclusion), references, and appendix * Create a business report OR business plan that includes a title page, table of contents, abstract/executive summary, body, references, and appendix:   + Use in-text citations, applying MLA or APA format   + Incorporate advanced business terminology   + Create a References/Works Cited page   + Enhance reports by selecting, using, and labeling appropriate visuals (charts, graphs, tables, etc.)   + Distinguish between paraphrasing, plagiarism, copyright infringement, and documentation   + Refine and enhance documents as needed, using electronic spell check, thesaurus, grammar check, layout, design, and graphics   + Incorporate the proper use of hyperlinks for reference and access * Create a website based on business standards and styles, incorporate a business form (Microsoft forms, Google forms, Survey Monkey, etc.), QR Code, and points of Website access.   Other Evidence includes:   * 21st Century Skills Weekly Assessment * Participate in conferences that promote career development, such as DECA Career Development Conferences, FBLA State Leadership Business Conference, and Career Development Conferences | | |
| **Leadership Alignment**: (Districts to complete for each unit)  *Leadership alignment must include a unit specific project/activity that aligns with the 21st Century Leadership Skills.*  *Example:*   * Create a rubric or similar tool for evaluating and selecting the best electronic communication tool for a given task or situation. Using scenarios from business and industry, identify appropriate tools for various situations and defend selections through a persuasive narrative, based on the application of the rubric.   *1.C Implement Innovations (1.C.1)*  *2.D Solve Problems (2D.1, 2.D.2)*   * Create a business report OR business plan that includes a title page, table of contents, abstract/executive summary, body, references, and appendix:   + Use in-text citations, applying MLA or APA format   + Incorporate advanced business terminology   + Create a References/Works Cited page   + Enhance report by selecting, using, and labeling appropriate visuals (charts, graphs, tables, etc.)   + Distinguish between paraphrasing, plagiarism, copyright infringement, and documentation   + Refine and enhance documents as needed, using electronic spell check, thesaurus, grammar check, layout, design, and graphics.   *4.B Use and Manage Information (4.B.1, 4.B.2, 4.B.3)*  *8.A Manage Goals and Time (8.A.3)* | | |
| **Industry Standards and/or Competencies:**    **National Standards for Business Education**  *FOUNDATIONS OF COMMUNICATION*  *1. ACHIEVEMENT STANDARD:* Listen actively, use the communication process, read and research information, and integrate technology to enhance communication effectiveness.  B. BASIC COMMUNICATION PROCESS  *Level 3 Performance Expectations*  11. Determine audience benefits  12. Adapt the message for the audience’s needs  13. Evaluate the message to ensure it meets the purpose  14. Use feedback to enhance communication process  15. Analyze situations in which technology can impact communication  *Level 4 Performance Expectations*  17. Differentiate the needs of primary and secondary audiences  18. Conduct primary and secondary research as needed  C. READING AND RESEARCH  *Level 3 Performance Expectations*  17. Expand vocabulary to include advanced business terminology  18. Interpret information from a variety of content sources  19. Select appropriate reading methods (e.g., skimming, scanning, speed-reading, and in-depth reading) for particular situations  21. Use advanced research techniques and technology tools to locate specific information from primary and secondary sources  22. Analyze and evaluate the validity, reliability, accuracy, and currency of sources  23. Compare appropriate citation styles for paraphrased and verbatim content  *Level 4 Performance Expectations*  24. Use a comprehensive business vocabulary  26. Analyze and synthesize information from various sources  D. TECHNOLOGY  *Level 2 Performance Expectations*  15. Select the most efficient and effective technology tool to communicate information based on audience and context  16. Integrate functions of word processing, spreadsheets, databases, and presentation applications to various workplace scenarios  17. Refine documents using spell check, thesaurus, and grammar check tools  *Level 3 Performance Expectations*  25. Enhance documents by using advanced layout, design, and graphics  *WRITTEN COMMUNICATION*  *1. ACHIEVEMENT STANDARD:* Prepare clear, complete, concise, correct, and courteous written messages for personal and professional uses.  A. MECHANICS AND WRITING BASICS  *Level 3 Performance Expectations*  21. Identify factors affecting the readability of text  25. Apply a variety of specific proofreading techniques to identify and correct errors  26. Compare drafts to final documents and make editorial changes  27. Evaluate effectiveness of messages  28. Accept responsibility for all written communication  *Level 4 Performance Expectations*  32. Use correct language, grammar, and writing in an effective manner  33. Proofread effectively using appropriate techniques  35. Analyze the readability of messages and revise to ensure audience understanding  B. BUSINESS MESSAGES  *Level 2 Performance Expectations*  8. Compose reports and summaries using appropriate documentation styles  14. Prepare charts and graphs  *Level 3 Performance Expectation*s  19. Develop business plans and proposals  *Level 4 Performance Expectations*  24. Analyze data and prepare appropriate documents with data visualization techniques  **2019 Future Business Leaders of America (FBLA) Business Communications Competency**  *Competency B: Written and Report Applications*  5.    Conduct research using the five basic steps: planning the search, locating sources of information, organizing the information, evaluating the sources, and using the information to prepare a short report on a business topic  6.    Identify and utilize traditional and electronic research sources such as encyclopedias, reference manuals, periodicals, Internet, etc.  7.    Interpret, analyze, and evaluate information for relevance, purpose, timeliness, and authenticity  8.    Document all sources (e.g., print and electronic) using current standards  12.  Compose and evaluate common types of business reports including informational reports, news releases, proposals, and policy statements  **Distributive Education Clubs of America (DECA)**  Performance Element: Write internal and external business correspondence to convey and obtain information effectively. (CO:175)  Performance Element: Manage communications efforts to protect brand viability. (CO:195) | | |
| **Aligned Washington State Academic Standards** | | |
| **English Language Arts: Common Core** | Reading: Literature  RL.11-12.1 - Cite strong and thorough textual evidence to support analysis of what the text says explicitly  as well as inferences drawn from the text, including determining where the text leaves matters uncertain.  Reading: Informational Text  RI.11-12.1 - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.  [RI.11-12.2](http://www.corestandards.org/ELA-Literacy/RI/11-12/2/) - Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.  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W.11-12.3.C - Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).  W.11-12.3.E - Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.  W.11-12.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)  W.11-12.5 - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12 [here](http://www.corestandards.org/ELA-Literacy/L/11-12/).)  W.11-12.6 - Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.  W.11-12.7 - Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.  W.11-12.8 - Gather relevant information from multiple authoritative print and digital 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.  W.11-12.9 - Draw evidence from literary or informational texts to support analysis, reflection, and research.  W.11-12.10 - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.  Speaking & Listening  SL.11-12.1 - Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.  SL.11-12.1.A - Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.  SL.11-12.1.B - Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.  SL.11-12.1.D - Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.  SL.11-12.2 - Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.  SL.11-12.4 - Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.  SL.11-12.5 - Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.  SL.11-12.6 - Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.  Language  L.11-12.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  L.11-12.1.A - Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.  L.11-12.1.B - Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed.  L.11-12.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  L.11-12.2.B - Spell correctly.  L.11-12.3 - Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.  L.11-12.3.A - Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.  L.11-12.4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.  L.11-12.4.A - Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.  L.11-12.4.C - Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.  L.11-12.6 - Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.  Literacy in History/Social Studies  RH.11-12.1 - Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.  RH.11-12.2 - Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.  RH.11-12.3 - Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.  RH.11-12.4 - Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).  RH.11-12.6 - Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.  RH.11-12.7 - Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.  RH.11-12.8 - Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.  RH.11-12.9 - Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.  RH.11-12.10 - By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.  Literacy in Science & Technical Subjects  RST.11-12.1 - Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.  RST.11-12.2 - Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.  RST.11-12.3 - Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.  RST.11-12.4 - Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics.  RST.11-12.5 - Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.  RST.11-12.6 - Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.  RST.11-12.7 - Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.  RST.11-12.8 - Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.  RST.11-12.9 - Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.  RST.11-12.10 - By the end of grade 12, read and comprehend science/technical texts in the grades 11-CCR text complexity band independently and proficiently.  Writing: History/Social Studies, Science and Technical  WHST.11-12.1 - Write arguments focused on discipline-specific content.  WHST.11-12.1.A - Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.  WHST.11-12.1.B - Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.  WHST.11-12.1.C - Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.  WHST.11-12.1.D - Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.  WHST.11-12.1.E - Provide a concluding statement or section that follows from or supports the argument presented.  WHST.11-12.2 - Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.  WHST.11-12.2.B - Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.  WHST.11-12.2.D - Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.  WHST.11-12.2.E - Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).  WHST.11-12.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  WHST.11-12.5 - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.  WHST.11-12.6 - Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.  WHST.11-12.7 - Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.  WHST.11-12.8 - Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific 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.  WHST.11-12.9 - Draw evidence from informational texts to support analysis, reflection, and research.  WHST.11-12.10 - Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. | |

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| **Unit 5:** In-person Meetings, Web-based Conferencing, and Team Dynamics | | **Total Learning Hours for Unit:** 30 |
| **Unit Summary**: Students apply their knowledge of professional communication skills through the following activities:   * Write and deliver extemporaneous and planned speeches that engage and orient the listener by establishing a problem, situation, or observation and its significance, addressing one or multiple point(s) of view, articulating a smooth progression of experiences or events, and introducing a compelling challenge, solution, or occurrence to the problem * Understand how to conduct a successful business meeting * Demonstrate best practices in Web conferencing for professional situations * Plan, organize, schedule, and deliver meeting agendas for both in-person and virtual meetings * Compare and contrast preparation and implementation of business meeting formats based on audience size, location, purpose, and respect of time (knowing and handling what can be discussed offline) * Explain what an agenda and meeting minutes are and why they are useful * Identify the key components of agendas and meeting minutes * Indicate strengths and weaknesses of sample agenda items and meeting minutes * Compare and contrast positive and negative team roles and behaviors in the workplace * Describe different types of group members and group member roles * Identify and describe how to implement seven steps for group problem-solving * Discuss the pros and cons of electronic chats * Understand how to use effective interpersonal communication skills in professional presentations * Learn how to organize a presentation for Webinars, prepared speeches, award or other ceremonies, sales or stakeholder presentations, etc., to include storylines with a clear narrator and character(s) that incorporate consistent messaging and themes, establish and address one or more points of view, and progression or sequence of events * Examine how to create and use visual aids effectively * Collaborate and discuss the effective integration of communication and presentation techniques in the delivery of professional presentations | | |
| **Performance Assessments**: (Districts to complete for each unit)  *Example assessments for this unit include:*   * Critique the purpose of various speaking assignments to identify the design and goal, such as to inform, educate, convince, persuade, or lead to action; Draft and edit three speeches: (1) to persuade, (2) to inform, and (3) to remind. Incorporate planning and preparation to deliver speeches that adhere to the following expectations:   + Appropriate for various audiences and purposes   + Delivered with enthusiasm and appropriate body language   + Structured to guide the listener to the desired goal or response, incorporating correct word choice, compelling storyline(s), characters, and proper use of language techniques such as alliteration, imagery, etc., to communicate the message or cause   + Includes facts and research, in addition to original claim(s) and counterclaim(s) supported by evidence   + Revised based on peer feedback * Plan, organize, schedule, and deliver a webinar, PSA, or infomercial for one or more distant parties using computer conferencing tools (e.g., telephone or voice over IP, online video conferencing):   + Prepare an invitation, agenda, and overall script for the webinar, outlining the planned verbiage and business-related flow of information. Include guidelines, minutes, digital materials, and follow-up surveys   + Working in teams, conduct the webinar or simulated webinar according to the agenda   + Leverage the video, audio, and meeting enhancement tools available through the selected webinar software, such as highlighting, chat, polling, and question features, to maximize audience interaction   + Save, and edit if needed, a short audio/video recording of the webinar, PSA, or infomercial for later publication and create points of access   Other Evidence includes:   * 21st Century Skills Weekly Assessment * Participate in conferences that promote career development, such as DECA Career Development Conferences, FBLA State Leadership Business Conference, and Career Development Conferences | | |
| **Leadership Alignment**: (Districts to complete for each unit)  *Leadership alignment must include a unit specific project/activity that aligns with the 21st Century Leadership Skills.*  *Example:*   * Plan, organize, schedule, and deliver a webinar to one or more distant parties using computer conferencing tools (e.g., telephone or voice over IP, online video conferencing)   + Prepare an invitation, agenda, and overall script for the webinar, outlining the planned verbiage and business-related flow of information. Include guidelines, minutes, digital materials, and follow-up surveys   + Working in teams, conduct the webinar or simulated webinar according to the agenda   + Leverage the video, audio, and meeting enhancement tools available through the selected webinar software, such as highlighting, chat, polling, and question features, to maximize audience interaction   + Save, and edit if needed, a short audio/video recording of the webinar for later publication   *1.B Work Creatively with Others (1.B.1, 1.B.2, 1.B.3)*  *9.B Work Effectively in Diverse Teams (9.B.1, 9.B.2, 9.B.3)*  *11.A Guide and Lead Others (11.A.1, 11.A.2, 11.A.3, 11.A.4)* | | |
| **Industry Standards and/or Competencies:**    **National Standards for Business Education**  *FOUNDATIONS OF COMMUNICATION*  *1. ACHIEVEMENT STANDARD:* Listen actively, use the communication process, read and research information, and integrate technology to enhance communication effectiveness.  A. ACTIVE LISTENING  *Level 4 Performance Expectations*  19. Listen objectively to extrapolate major evidence and points of a speaker’s message  20. Synthesize information from multiple sources to solve problems and make decisions  21. Demonstrate a command of interactive listening techniques in a variety of settings  22. Recognize and respect diverse listening styles  23. Listen to and incorporate other views in communication  B. BASIC COMMUNICATION PROCESS  *Level 2 Performance Expectations*  4. Choose content appropriate for the purpose and audience  5. Determine whether audience is internal or external  6. Select an appropriate medium to deliver the message  *Level 4 Performance Expectations*  19. Determine the level of persuasion necessary to produce the desired outcome Incorporate audience benefits  D. TECHNOLOGY  *Level 4 Performance Expectations*  31. Collaborate using technology to acquire needed expertise to solve specific business problems  32. Use asynchronous and synchronous collaboration tools  34. Create and deliver virtual conferences and presentations  *II INTERPERSONAL SKILLS*  *1. ACHIEVEMENT STANDARD*: Apply interpersonal skills in personal and professional environments to communicate effectively.  B. LEADERSHIP AND COLLABORATIVE COMMUNICATION  *Level 2 Performance Expectations*  5. Organize and lead informal groups  6. Explain why each meeting should have a purpose  7. Explain the basic principles of effective collaboration  8. Plan, organize, and conduct meetings to achieve identified purposes  9. Participate actively and professionally in meetings  11. Identify various personality styles  *Level 3 Performance Expectation*s  13. Assess the impact of physical environment and technology on meeting success  14. Describe the importance of preparing and distributing an agenda prior to the meeting  15. Demonstrate the ability to involve all participants in a meeting, including those participating virtually  16. Use proper parliamentary procedures  18. Demonstrate skills in leading collaborative groups  19. Apply effective team skills in a business environment  21. Demonstrate appropriate responses to a variety of personality styles  *WRITTEN COMMUNICATION*  *1. ACHIEVEMENT STANDARD:* Prepare clear, complete, concise, correct, and courteous written messages for personal and professional uses.  B. BUSINESS MESSAGES  *Level 1 Performance Expectations*  5. Prepare collaborative projects  *Level 2 Performance Expectations*  11. Create promotional materials  12. Apply correct formats to various business messages  14. Prepare charts and graphs  *SPOKEN COMMUNICATION*  *1. ACHIEVEMENT STANDARD*: Demonstrate professional speaking techniques and strategies.  A. SPEAKING BASICS  *Level 2 Performance Expectations*  7. Organize thoughts to reflect logical thinking before speaking  8. Express opinions and discuss issues positively and tactfully  9. Identify regional and cultural differences in spoken communication  10. Ask questions with confidence to elicit specific information  11. Exchange ideas in informal and formal settings  12. Discuss the importance of appropriate word selection in responding to questions and providing explanations  13. Identify vocal segregates such as um, uh, er, so, like, etc.  14. Deliver impromptu information effectively  15. Use speed, tone, emphasis, and volume to deliver content professionally  *Level 3 Performance Expectations*  17. Organize and lead discussions  19. Use standard English when speaking on the job, especially avoiding the use of expletives, slang, and unfamiliar jargon and technical terms  21. Use strategies to reduce or eliminate vocal segregates such as um, uh, er, so, like, etc.  23. Demonstrate appropriate strategies for communicating in face-to-face discussions  *Level 4 Performance Expectations*  24. Interact effectively with people from various cultural, ethnic, and racial backgrounds by using culturally sensitive language  25. Demonstrate ability to speak persuasively for a specific cause  B. PRESENTATIONS  *Level 1 Performance Expectations*  1. Identify purpose and audience  2. Consider setting and duration  3. Create appropriate visual aids  4. Prepare and practice presentation  5. Deliver simple informative presentations  6. Collaborate to create team presentations  *Level 2 Performance Expectations*  7. Use appropriate techniques to organize speeches and presentations  8. Demonstrate techniques to gain and maintain audience attention  9. Create a memorable conclusion  10. Deliver presentations for various purposes  12. Maintain effective eye contact with the audience  13. Use multiple technology tools to deliver presentations  14. Identify and implement strategies to manage nervousness and anxiety  15. Use feedback to improve presentation performance  16. Dress appropriately for purpose and audience  17. Use appropriate nonverbal communication skills  *Level 4 Performance Expectations*  27. Deliver extemporaneous and planned speeches with confidence  28. Use video recording as a tool to analyze and improve presentation delivery  29. Engage audience interactively during presentations  30. Adapt presentation strategies for intercultural audiences  31. React appropriately and problem solve when one experiences technical difficulties during a presentation  **2019 Future Business Leaders of America (FBLA) Business Communications Competency**  *Competency A: Communication Concepts*  11.  Plan a meeting to achieve an identified purpose (e.g., schedule the facilities, arrange for a speaker, and notify the participants)  *Competency B: Written and Report Applications*  13. Prepare presentation documents to include publicity, agenda, handouts, follow-up report, etc.  *Competency F: Oral and Nonverbal Communications*  7.    Discuss various methods of presentation delivery, including oral, written, multimedia, teleconferencing, and interactive  8.    Design effective presentations to include multimedia components of presentation software packages  9.    Identify and evaluate different types of presentations to include information, persuasive, and debate  10.  Use proper techniques to make an oral presentation  **Distributive Education Clubs of America (DECA)**  Performance Element: Apply verbal skills to obtain and convey information. (CO:174) (SP) | | |
| **Aligned Washington State Academic Standards** | | |
| **English Language Arts: Common Core** | Reading: Literature  RL.11-12.1 - Cite strong and thorough textual evidence to support analysis of what the text says explicitly  as well as inferences drawn from the text, including determining where the text leaves matters uncertain.  RL.11-12.2 - Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.  Reading: Informational Text  RI.11-12.1 - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.  [RI.11-12.2](http://www.corestandards.org/ELA-Literacy/RI/11-12/2/) - Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.  [RI.11-12.3](http://www.corestandards.org/ELA-Literacy/RI/11-12/3/) - Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.  [RI.11-12.4](http://www.corestandards.org/ELA-Literacy/RI/11-12/4/) - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).  RI.11-12.5 - Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.  RI.11-12.6 - Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.  RI.11-12.7 - Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.  RI.11-12.10 - By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.  By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11-CCR text complexity band independently and proficiently.  Writing  W.11-12.1.A - Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.  W.11-12.1.B - Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.  W.11-12.1.C - Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.  W.11-12.1.D - Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.  W.11-12.1.E - Provide a concluding statement or section that follows from and supports the argument presented.  W.11-12.2.A - Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.  W.11-12.2.B - Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.  W.11-12.2.C - Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.  W.11-12.2.E - Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.  W.11-12.2.F - Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).  W.11-12.3 - Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.  W.11-12.3.B - Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.  W.11-12.3.E - Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.  W.11-12.5 - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12 [here](http://www.corestandards.org/ELA-Literacy/L/11-12/).)  W.11-12.6 - Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.  W.11-12.8 - Gather relevant information from multiple authoritative print and digital 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.  W.11-12.9 - Draw evidence from literary or informational texts to support analysis, reflection, and research.  Speaking & Listening  SL.11-12.1 - Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.  SL.11-12.1.A - Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.  SL.11-12.1.B - Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.  SL.11-12.1.C - Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.  SL.11-12.1.D - Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.  SL.11-12.2 - Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.  SL.11-12.3 - Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.  SL.11-12.4 - Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.  SL.11-12.5 - Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.  SL.11-12.6 - Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.  Language  L.11-12.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  L.11-12.1.A - Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.  L.11-12.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  L.11-12.2.B - Spell correctly.  L.11-12.6 - Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.  Literacy in History/Social Studies  RH.11-12.2 - Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.  RH.11-12.3 - Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.  RH.11-12.6 - Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.  RH.11-12.7 - Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.  RH.11-12.8 - Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.  RH.11-12.9 - Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.  Literacy in Science & Technical Subjects  RST.11-12.2 - Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.  RST.11-12.5 - Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.  RST.11-12.6 - Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.  RST.11-12.7 - Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.  RST.11-12.8 - Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.  RST.11-12.9 - Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.  Writing: History/Social Studies, Science and Technical  WHST.11-12.1.D - Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.  WHST.11-12.2.A - Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.  WHST.11-12.2.D - Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.  WHST.11-12.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  WHST.11-12.5 - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.  WHST.11-12.6 - Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.  WHST.11-12.7 - Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.  WHST.11-12.9 - Draw evidence from informational texts to support analysis, reflection, and research.  WHST.11-12.10 - Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. | |

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| **Unit 6:** Job Search Process: From Start to Hire! | | **Total Learning Hours for Unit:** 25 |
| **Unit Summary**: Students apply and demonstrate the techniques learned throughout the course, and prepare for their future, by following the guided practice as follows:   * Explain how to prepare for the job search in business * Describe the differences among functional, reverse chronological, and combined resumes * Discuss what features are required in each type of resume * Identify the main sections of a letter of introduction * Discuss how to build a network of professional contacts by networking through a variety of organizations and opportunities * Relate the appearance of one’s digital footprint to a professional image * Conduct an informational interview * Understanding how to prepare for a job interview * Identify common interview questions * Learn how to answer behavioral questions using the STAR (Situation, Task, Action, Result) method * Identify non-verbal and verbal cues to support confidence and successful communication strategy * Write their story and adapt it to professional narratives that communicate their background and goals in compelling, open, significant, and/or relatable moments that demonstrate a smooth progression of experiences and/or events * Understand how to write an interview thank-you message and the importance of this professional practice * Participate in and analyze mock interviews | | |
| **Performance Assessments**: (Districts to complete for each unit)  *Example assessments for this unit include:*   * Prepare an electronic portfolio including:   + Work products demonstrating students’ original business communications, using an assortment of media (text, photos, video, hyper-linked pages)   + Formatted résumé and other supporting documents such as cover letter, reference sheet, and application that demonstrate professionalism in design and mastery of written communication   + Storage on a suitable media (e.g., website and/or cloud)   + Research interview questions focused on engaging with the potential employer   + Page of answers to potential interview questions using the STAR method that includes an identified organization or job * Participate in mock job interviews with peers to practice asking clear questions and providing concise and compelling responses for a job identified as a career position in business * Conduct a job search for positions in one or more career areas of interest using tools such as [www.indeed.com](https://www.indeed.com/), [www.jobs4tn.gov](https://www.jobs4tn.gov), and other online employment resources * Complete a mock job application * Take part in mock interviews conducted in-person with partner businesses and/or through participation in a student organization event * Optional: Create a portfolio for your district career planning site (Xello, Naviance, schooldata.net, etc.)   Other Evidence includes:   * 21st Century Skills Weekly Assessment * Participate in conferences that promote career development, such as DECA Career Pathways and Career Development Conferences, FBLA State Leadership Business Conference, and Career Development Conferences | | |
| **Leadership Alignment**: (Districts to complete for each unit)  *Leadership alignment must include a unit specific project/activity that aligns with the 21st Century Leadership Skills.*  *Example:*   * Prepare an electronic portfolio   *7.B Be Flexible (7.B.1, 7.B.2)*  *8.C Be Self-Directed Learners (8.C.1, 8.C.2, 8.C.4)*  *10.A Manage Products (10.A.1, 10.A.2)* | | |
| **Industry Standards and/or Competencies:**    **National Standards for Business Education**  *EMPLOYMENT COMMUNICATION*  *1. ACHIEVEMENT STANDARD:* Communicate effectively for employment success.  A. SPEAKING BASICS  *Level 1 Performance Expectations*  1. Identify the kind of work that people do  2. Discuss why people work  3. Identify the basic skills used on the job  *Level 2 Performance Expectations*  4. Write simple application messages and résumés for simulated job opportunities  5. Role-play interview situations for simulated job opportunities  6. Discuss the importance of an informal personal network in conducting a job search  7. Research online resources to assist in preparing job application documents  *Level 3 Performance Expectations*  8. Discuss the assessment of interests, skills, and abilities as they relate to selecting a career  9. Identify multiple methods to find job opportunities  10. Write formal, persuasive application messages, and résumés customized to meet prospective employers’ needs  11. Prepare résumés in both print and digital formats  12. Post résumés online using appropriate strategies for maintaining security and privacy  13. Obtain permission and create a list of professional references  14. Participate in and analyze mock interviews  15. Prepare responses to commonly asked interview questions  16. Discuss and demonstrate the importance of appropriate dress and grooming in an interview situation  17. Prepare a list of questions to ask an interviewer  18. List and discuss qualities that employers expect in prospective employees  19. Identify common mistakes made by interviewees  20. Discuss illegal and inappropriate interview questions  21. Discuss significance of nonverbal communication in the interview process  22. Complete job application forms  23. Write a job interview thank-you message  24. Write effective follow-up messages  25. Use correct strategies for accepting or rejecting job offers  26. Discuss appropriate spoken and written actions when leaving a job under various circumstances  27. Demonstrate honest and ethical behavior in all employment communications  *Level 4 Performance Expectations*  28. Use an established network of professionals and social media connections to assist in a job search  29. Research the job market and specific potential employers  30. Prepare evidence that documents qualifications and skills sought by prospective employers  31. Prepare for a variety of interview formats  33. Update the resume to reflect current qualifications  **2019 Future Business Leaders of America (FBLA) Business Communications Competency**  **Distributive Education Clubs of America (DECA)**  Performance Element: Acquire information about the marketing communications industry to aid in making career choices. (PD:045) (PD:052) (PD159)  Performance Element: Utilize career-advancement activities to enhance professional development in marketing communications. (PD:127) (PD:142) (PD:145) | | |
| **Aligned Washington State Academic Standards** | | |
| **English Language Arts: Common Core** | Reading: Literature  RL.11-12.1 - Cite strong and thorough textual evidence to support analysis of what the text says explicitly  as well as inferences drawn from the text, including determining where the text leaves matters uncertain.  RL.11-12.2 - Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.  RL.11-12.5 - Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.  RL.11-12.6 - Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).  Reading: Informational Text  RI.11-12.1 - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.  [RI.11-12.2](http://www.corestandards.org/ELA-Literacy/RI/11-12/2/) - Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.  [RI.11-12.3](http://www.corestandards.org/ELA-Literacy/RI/11-12/3/) - Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.  [RI.11-12.4](http://www.corestandards.org/ELA-Literacy/RI/11-12/4/) - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).  RI.11-12.5 - Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.  RI.11-12.6 - Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.  RI.11-12.7 - Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.  RI.11-12.10 - By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.  By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11-CCR text complexity band independently and proficiently.  Writing  W.11-12.1 - Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.  W.11-12.1.A - Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.  W.11-12.1.B - Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.  W.11-12.1.C - Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.  W.11-12.1.D - Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.  W.11-12.1.E - Provide a concluding statement or section that follows from and supports the argument presented.  W.11-12.2 - 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.  W.11-12.2.A - Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.  W.11-12.2.B - Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.  W.11-12.2.C - Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.  W.11-12.2.D - Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.  W.11-12.2.E - Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.  W.11-12.2.F - Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).  W.11-12.3 - Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.  W.11-12.3.B - Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.  W.11-12.3.C - Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).  W.11-12.3.D - Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.  W.11-12.3.E - Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.  W.11-12.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)  W.11-12.5 - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12 [here](http://www.corestandards.org/ELA-Literacy/L/11-12/).)  W.11-12.6 - Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.  W.11-12.7 - Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.  W.11-12.8 - Gather relevant information from multiple authoritative print and digital 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.  W.11-12.9 - Draw evidence from literary or informational texts to support analysis, reflection, and research.  W.11-12.10 - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.  Speaking & Listening  SL.11-12.1 - Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.  SL.11-12.1.A - Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.  SL.11-12.1.B - Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.  SL.11-12.1.C - Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.  SL.11-12.1.D - Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.  SL.11-12.2 - Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.  SL.11-12.3 - Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.  SL.11-12.4 - Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.  SL.11-12.5 - Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.  SL.11-12.6 - Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.  Language  L.11-12.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  L.11-12.1.A - Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.  L.11-12.1.B - Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed.  L.11-12.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  L.11-12.2.B - Spell correctly.  L.11-12.3 - Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.  L.11-12.4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.  L.11-12.6 - Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.  Literacy in History/Social Studies  RH.11-12.3 - Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.  RH.11-12.4 - Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).  RH.11-12.6 - Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.  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