



## TEKS ALIGNMENT & SUGGESTED PACING GUIDE

# Professional Communications



***TEKS COVERAGE: 100%***

**iCEV Family & Consumer Sciences Site**

# TABLE OF CONTENTS

## I. SUGGESTED PACING GUIDE W/ TEKS SUMMARY

3 - 4

## II. TEKS BY LESSON

5 - 104

Business Characteristics	5	Public Speaking Basics	56-67
Mathematics in the Workplace	6	Extemporaneous Speaking	68
Economic Concepts	7	Listening 101	69
Statistics & Projections	8	Presentation Strategies & Tactics	70-74
Business & Management Concepts	9	Public Relations Campaigns	75
Leadership Styles	10-11	Introduction to Digital Communications	76-77
Teamwork & Collaboration	12	Telecommunication Basics	78
Managing Diversity	13	Fundamentals of Audio/Video Production	79-80
Business Ethics	14	Introduction to Visual Arts	81
Ethics in Business	15	Skills for Real World Survival	82-83
Citizenship Basics	16-17	English Applications	84
Safe Working Environment	18	Management of Energy, Money & Tasks	85
Playing It Safe	19	Decision Making	86
Workplace Issues	20	Emily Post, Who?	87
Positive Relationships	21	Employability Skills	88-90
Conflict Management	22	Societal Impacts on Careers	91
Steps to Superior Customer Service	23	Exploring Careers: Arts, A/V Technology & Communications	92
Workplace Technology	24	Jobs, Careers & Education	93
Internet Basics	25	Formulas for Career Success: Career Testing &	94
Web Content	26	Formulas for Career Success: Higher Learning	95
Web Ethics & E-Issues	27	Formulas for Career Success: Job Search	96
Web Ethics & Safety	28	Formulas for Career Success: Job Applications	97
Windows 8 Basics or Windows 10 Operating Systems	29	Cover Letters & Résumés	98
Introduction to Microsoft® Office 2013 or Introduction to	30-32	Formulas for Career Success: Cover Letters	99
Microsoft® Outlook 2013 Basics or Microsoft® Outlook 2016	33	Formulas for Career Success: Résumés	100
Communication Styles	34-42	Evaluating Applications & Résumés	101
Introduction to Professional Communication	43-51	Formulas for Career Success: Portfolio Development	102
Researching Strategies & Tactics	52	Formulas for Career Success: Interview Preparation	103
Written Communication Practices	53-54	Formulas for Career Success: The Interview Process	104
Business Letters & Memos	55		

## III. ENTIRE TEKS CORRELATION INSTRUMENT

105 - 148

Scope & Sequence	Lesson Title	TEKS	Days of Teaching
1	Business Characteristics	6.A.i; 6.A.ii	5
2	Mathematics in the Workplace	3.F.i; 3.F.ii; 3.F.iii; 3.F.iv; 3.F.v; 3.F.vi	9
3	Economic Concepts	6.C.i	6
4	Statistics & Projections	3.C.iii; 3.C.iv	4
5	Business & Management Concepts	6.A.i; 6.A.ii	6
6	Leadership Styles	8.A.i; 8.B.i; 11.B.ii; 11.B.iii; 11.B.iv	5
7	Teamwork & Collaboration	4.A.ii; 4.B.i; 8.A.i; 8.B.i; 11.J.i; 11.J.ii	5
8	Managing Diversity	3.G.i; 3.G.ii	6
9	Business Ethics	9.A.i	3
10	Ethics in Business	9.A.i	6
11	Citizenship Basics	8.B.ii; 11.I.i; 11.I.ii; 11.I.iii; 11.I.iv; 11.I.v; 11.I.vi; 11.I.vii	5
12	Safe Working Environment	7.A.i; 7.A.ii; 7.B.i	3
13	Playing It Safe	7.A.ii; 7.B.i	4
14	Workplace Issues	7.A.i; 7.A.ii	4
15	Positive Relationships	11.J.iv	3
16	Conflict Management	11.J.iii	6
17	Steps to Superior Customer Service	1.B.i, 1.B.ii	3
18	Workplace Technology	10.B.i; 11.S.ii	8
19	Internet Basics	11.Q.i; 11.R.i	5
20	Web Content	11.T.i; 11.T.ii; 11.T.iii	4
21	Web Ethics & E-Issues	9.B.i; 9.B.ii; 9.D.i; 9.D.ii	6
22	Web Ethics & Safety	9.B.ii	9
23	Windows 8 Basics or Windows 10 Operating Systems	5.B.i; 10.B.i	6
24	Introduction to Microsoft® Office 2013 or Introduction to Microsoft® Office 2016	11.U.i; 11.U.ii; 11.U.iii; 11.U.iv; 11.U.v; 11.Vi; 11.V.ii; 11.W.i	32
25	Microsoft® Outlook 2013 Basics or Microsoft® Outlook 2016 Basics	5.B.i; 11.S.ii	7
26	Communication Styles	2.C.i; 2.C.ii; 2.C.iii; 2.C.iv; 2.C.v; 2.F.i; 2.F.ii; 3.A.i; 3.A.ii; 3.A.iii; 3.A.iv; 3.B.i; 3.C.i; 3.C.ii; 3.C.v; 3.C.vi; 3.D.ii; 3.E.i; 9.C.i; 11.B.i; 11.B.ii; 11.B.iii; 11.B.iv; 11.C.i; 11.C.ii; 11.D.i; 11.D.ii; 11.D.iii; 11.D.iv; 11.E.i; 11.E.ii; 11.E.iii; 11.E.iv; 11.E.v; 11.E.vi; 11.E.vii; 11.F.i; 11.F.ii; 11.F.iii	7
27	Introduction to Professional Communication	2.D.i; 2.E.i; 2.E.ii; 2.F.ii; 3.A.i; 3.A.ii; 3.A.iii; 3.A.iv; 3.B.i; 3.B.ii; 3.C.i; 3.C.ii; 3.C.v; 3.C.vi; 3.D.i; 3.D.ii; 10.A.i; 11.B.i; 11.B.ii; 11.B.iii; 11.B.iv; 11.C.i; 11.C.ii; 11.D.i; 11.D.ii; 11.D.iii; 11.D.iv; 11.E.i; 11.E.ii; 11.E.iii; 11.E.iv; 11.E.v; 11.E.vi; 11.E.vii; 11.F.i; 11.F.ii; 11.F.iii; 11.M.i; 11.P.i	5
28	Researching Strategies & Tactics	11.Q.i; 11.S.i	6
29	Written Communication Practices	2.A.i; 2.A.ii; 2.A.iii; 2.B.i; 2.B.ii; 2.B.iii; 2.B.iv; 2.B.v; 2.B.vi; 2.D.i; 2.D.ii; 2.E.ii; 2.F.ii; 3.B.ii; 3.C.i	15
30	Business Letters & Memos	2.D.i, 2.D.ii	4

Scope & Sequence	Lesson Title	TEKS	Days of Teaching
31	Public Speaking Basics	3.C.vi; 3.D.i; 3.D.ii; 11.H.i; 11.H.ii; 11.K.i; 11.K.ii; 11.K.iii; 11.K.iv; 11.K.v; 11.K.vi; 11.K.vii; 11.K.viii; 11.K.ix; 11.K.x; 11.K.xi; 11.K.xii; 11.K.xiii; 11.K.xiv; 11.L.i; 11.L.ii; 11.L.iii; 11.L.iv; 11.L.v; 11.L.vi; 11.L.vii; 11.L.viii; 11.L.ix; 11.L.x; 11.M.i; 11.M.ii; 11.M.iii; 11.M.iv; 11.N.i; 11.N.ii; 11.O.i; 11.O.ii; 11.O.iii; 11.O.iv; 11.P.i	6
32	Extemporaneous Speaking	3.A.ii	6
33	Listening 101	2.E.i; 3.E.i; 11.C.i; 11.C.ii	3
34	Presentation Strategies & Tactics	2.F.i; 3.D.i; 3.D.ii; 10.A.i; 11.L.i; 11.L.ii; 11.L.iii; 11.L.iv; 11.L.v; 11.L.vi; 11.L.vii; 11.L.viii; 11.L.ix; 11.L.x; 11.O.i; 11.O.ii; 11.O.iii; 11.O.iv; 11.O.v; 11.O.vi	5
35	Public Relations Campaigns	3.H.i	6
36	Introduction to Digital Communications	11.T.i; 11.T.ii; 11.T.iii	5
37	Telecommunication Basics	11.T.i, 11.T.ii, 11.T.iii	3
38	Fundamentals of Audio/Video Production	5.A.i; 5.A.ii; 11.A.i; 11.A.ii; 11.A.iii; 11.A.iv	11
39	Introduction to Visual Arts	11.A.i; 11.A.ii; 11.A.iii; 11.A.iv	13
40	Skills for Real World Survival	1.B.i; 4.A.i; 4.A.ii; 4.B.i; 8.B.i; 10.A.ii; 11.H.i; 11.H.ii; 11.Q.i; 11.S.i	13
41	English Applications	2.A.i, 2.A.ii, 2.A.iii, 2.B.i, 2.B.ii, 2.B.iii, 2.B.iv, 2.B.v, 2.B.vi	8
42	Management of Energy, Money & Tasks	10.A.ii	6
43	Decision Making	4.A.i	4
44	Emily Post, Who?	11.F.iii	7
45	Employability Skills	1.B.i; 4.A.ii; 4.B.i; 8.A.i; 8.B.i; 8.B.ii; 10.A.ii; 10.B.i; 11.D.i; 11.D.ii; 11.D.iii; 11.D.iv; 11.O.v; 11.O.vi	5
46	Societal Impacts on Careers	1.E.i; 1.E.ii; 6.B.i; 6.B.ii; 6.B.iii; 6.B.iv	8
47	Exploring Careers: Arts, A/V Technology & Communications	11.A.i; 11.A.ii; 11.A.iii; 11.A.iv	12
48	Jobs, Careers & Education	1.A.i; 1.A.ii; 1.A.iii	10
49	Formulas for Career Success: Career Testing & Investigation	1.E.i; 1.E.ii	8
50	Formulas for Career Success: Higher Learning	1.A.ii	7
51	Formulas for Career Success: Job Search	1.B.ii; 1.E.i; 1.E.ii	2
52	Formulas for Career Success: Job Applications	1.B.i	2
53	Cover Letters & Résumés	1.C.i	4
54	Formulas for Career Success: Cover Letters	1.D.v	3
55	Formulas for Career Success: Résumés	1.C.i; 1.D.i; 1.D.ii; 1.D.iii; 1.D.iv	3
56	Evaluating Applications & Résumés	11.G.iii	3
57	Formulas for Career Success: Portfolio Development	1.B.ii	5
58	Formulas for Career Success: Interview Preparation	1.B.ii	2
58	Formulas for Career Success: The Interview Process	11.G.i; 11.G.ii; 11.G.iii	7

## Business Characteristics

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(6) The student understands communications systems. The student is expected to:	(A) describe the nature and types of businesses	(i) describe the nature of businesses	Business Characteristics
(6) The student understands communications systems. The student is expected to:	(A) describe the nature and types of businesses	(ii) describe the types of businesses	Business Characteristics

## Mathematics in the Workplace

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(3) The student applies professional communications strategies. The student is expected to:	(F) develop and interpret tables, charts, and figures	(i) develop tables	Mathematics in the Workplace
(3) The student applies professional communications strategies. The student is expected to:	(F) develop and interpret tables, charts, and figures	(ii) interpret tables	Mathematics in the Workplace
(3) The student applies professional communications strategies. The student is expected to:	(F) develop and interpret tables, charts, and figures	(iii) develop charts	Mathematics in the Workplace
(3) The student applies professional communications strategies. The student is expected to:	(F) develop and interpret tables, charts, and figures	(iv) interpret charts	Mathematics in the Workplace
(3) The student applies professional communications strategies. The student is expected to:	(F) develop and interpret tables, charts, and figures	(v) develop figures	Mathematics in the Workplace
(3) The student applies professional communications strategies. The student is expected to:	(F) develop and interpret tables, charts, and figures	(vi) interpret figures	Mathematics in the Workplace

## Economic Concepts

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(6) The student understands communications systems. The student is expected to:	(C) analyze the economic base in order to demonstrate an understanding of the economic factors influencing the industry as a whole	(i) analyze the economic base in order to demonstrate an understanding of the economic factors influencing the industry as a whole	Economic Concepts

## Statistics & Projections

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(3) The student applies professional communications strategies. The student is expected to:	(C) interpret and communicate information, data, and observations	(iii) interpret data	Statistics & Projections
(3) The student applies professional communications strategies. The student is expected to:	(C) interpret and communicate information, data, and observations	(iv) communicate data	Statistics & Projections



## Business & Management Concepts

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(6) The student understands communications systems. The student is expected to:	(A) describe the nature and types of businesses	(i) describe the nature of businesses	Business & Management Concepts
(6) The student understands communications systems. The student is expected to:	(A) describe the nature and types of businesses	(ii) describe the types of businesses	Business & Management Concepts

## Leadership Styles

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(8) The student identifies and develops leadership characteristics. The student is expected to:	(A) identify leadership characteristics	(i) identify leadership characteristics	Leadership Styles
(8) The student identifies and develops leadership characteristics. The student is expected to:	(B) participate in student leadership and professional development activities	(i) participate in student leadership activities	Leadership Styles
(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:	(B) demonstrate knowledge of the communication process, including the characteristics of oral language, types and effects of nonverbal communication, effective nonverbal strategies such as a firm handshake, direct eye contact, and appropriate use of space and distance	(ii) demonstrate knowledge of the communication process, including the types of nonverbal communication	Leadership Styles
(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:	(B) demonstrate knowledge of the communication process, including the characteristics of oral language, types and effects of nonverbal communication, effective nonverbal strategies such as a firm handshake, direct eye contact, and appropriate use of space and distance	(iii) demonstrate knowledge of the communication process, including the effects of nonverbal communication	Leadership Styles

<p>(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:</p>	<p>(B) demonstrate knowledge of the communication process, including the characteristics of oral language, types and effects of nonverbal communication, effective nonverbal strategies such as a firm handshake, direct eye contact, and appropriate use of space and distance</p>	<p>(iv) demonstrate knowledge of the communication process, including effective nonverbal strategies</p>	<p>Leadership Styles</p>
--	---	--	--------------------------

## Teamwork & Collaboration

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(4) The student understands and examines problem-solving methods. The student is expected to:	(A) employ critical-thinking skills independently and in groups	(ii) employ critical-thinking skills in groups	Teamwork & Collaboration
(4) The student understands and examines problem-solving methods. The student is expected to:	(B) employ interpersonal skills in groups to solve problems	(i) employ interpersonal skills in groups to solve problems	Teamwork & Collaboration
(8) The student identifies and develops leadership characteristics. The student is expected to:	(A) identify leadership characteristics	(i) identify leadership characteristics	Teamwork & Collaboration
(8) The student identifies and develops leadership characteristics. The student is expected to:	(B) participate in student leadership and professional development activities	(i) participate in student leadership activities	Teamwork & Collaboration
(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:	(J) communicate effectively in group contexts by assuming productive roles, solving problems, managing conflicts, and building consensus in groups	(i) communicate effectively in group contexts by assuming productive roles in groups	Teamwork & Collaboration
(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:	(J) communicate effectively in group contexts by assuming productive roles, solving problems, managing conflicts, and building consensus in groups	(ii) communicate effectively in group contexts by solving problems in groups	Teamwork & Collaboration

## Managing Diversity

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(3) The student applies professional communications strategies. The student is expected to:	(G) listen to and speak with diverse individuals	(i) listen to diverse individuals	Managing Diversity
(3) The student applies professional communications strategies. The student is expected to:	(G) listen to and speak with diverse individuals	(ii) speak with diverse individuals	Managing Diversity

## Business Ethics

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(8) The student identifies and develops leadership characteristics. The student is expected to:	(A) exhibit ethical conduct	(i) exhibit ethical conduct	Business Ethics

## Ethics in Business

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(8) The student identifies and develops leadership characteristics. The student is expected to:	(A) exhibit ethical conduct	(i) exhibit ethical conduct	Ethics in Business

## Citizenship Basics

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(8) The student identifies and develops leadership characteristics. The student is expected to:	(B) participate in student leadership and professional development activities	(ii) participate in professional development activities	Citizenship Basics
(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:	(I) identify the types, purposes, dynamics, processes, effectiveness, roles of members, and leadership styles of professional groups	(i) identify the types of professional groups	Citizenship Basics
(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:	(I) identify the types, purposes, dynamics, processes, effectiveness, roles of members, and leadership styles of professional groups	(ii) identify the purposes of professional groups	Citizenship Basics
(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:	(I) identify the types, purposes, dynamics, processes, effectiveness, roles of members, and leadership styles of professional groups	(iii) identify the dynamics of professional groups	Citizenship Basics
(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:	(I) identify the types, purposes, dynamics, processes, effectiveness, roles of members, and leadership styles of professional groups	(iv) identify the processes of professional groups	Citizenship Basics



<p>(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:</p>	<p>(I) identify the types, purposes, dynamics, processes, effectiveness, roles of members, and leadership styles of professional groups</p>	<p>(v) identify the effectiveness of professional groups</p>	<p>Citizenship Basics</p>
<p>(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:</p>	<p>(I) identify the types, purposes, dynamics, processes, effectiveness, roles of members, and leadership styles of professional groups</p>	<p>(vi) identify the roles of members of professional groups</p>	<p>Citizenship Basics</p>
<p>(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:</p>	<p>(I) identify the types, purposes, dynamics, processes, effectiveness, roles of members, and leadership styles of professional groups</p>	<p>(vii) identify the leadership styles of professional groups</p>	<p>Citizenship Basics</p>

## Safe Working Environment

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(7) The student applies safety regulations. The student is expected to:	(A) implement personal and classroom safety rules and regulations	(i) implement personal safety rules and regulations	Safe Working Environment
(7) The student applies safety regulations. The student is expected to:	(A) implement personal and classroom safety rules and regulations	(ii) implement classroom safety rules and regulations	Safe Working Environment
(7) The student applies safety regulations. The student is expected to:	(B) follow emergency procedures as needed	(i) follow emergency procedures as needed	Safe Working Environment

## Playing It Safe

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(7) The student applies safety regulations. The student is expected to:	(A) implement personal and classroom safety rules and regulations	(ii) implement classroom safety rules and regulations	Playing It Safe
(7) The student applies safety regulations. The student is expected to:	(B) follow emergency procedures as needed	(i) follow emergency procedures as needed	Playing It Safe

## Workplace Issues

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(7) The student applies safety regulations. The student is expected to:	(A) implement personal and classroom safety rules and regulations	(i) implement personal safety rules and regulations	Workplace Issues
(7) The student applies safety regulations. The student is expected to:	(A) implement personal and classroom safety rules and regulations	(ii) implement classroom safety rules and regulations	Workplace Issues

## Positive Relationships

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:	(J) communicate effectively in group contexts by assuming productive roles, solving problems, managing conflicts, and building consensus in groups	(iv) communicate effectively in group contexts by building consensus in groups	Positive Relationships

## Conflict Management

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:	(J) communicate effectively in group contexts by assuming productive roles, solving problems, managing conflicts, and building consensus in groups	(iii) communicate effectively in group contexts by managing conflicts in groups	Conflict Management

## Steps to Superior Customer Service

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
<p>(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:</p>	<p>(B) demonstrate professional standards and personal qualities needed to be employable such as oral and written communication, leadership, teamwork, appreciation for diversity, conflict management, customer service, work ethic, and adaptability</p>	<p>(i) demonstrate professional standards needed to be employable</p>	<p>Steps to Superior Customer Service</p>

## Workplace Technology

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(10) The student applies technical skills for efficiency. The student is expected to:	(B) use technology to enhance productivity	(i) use technology to enhance productivity	Workplace Technology
(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:	(S) use research skills and electronic communications	(ii) use electronic communications	Workplace Technology



## Internet Basics

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:	(Q) use a variety of strategies to acquire information from electronic resources	(i) use a variety of strategies to acquire information from electronic resources	Internet Basics
(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:	(R) acquire electronic information in a variety of formats	(i) acquire electronic information in a variety of formats	Internet Basics

## Web Content

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
<p>(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:</p>	<p>(T) format digital information for appropriate and effective communication in a product by defining the purpose, identifying the intended audience, and using the principles of page design such as leading, kerning, automatic text flow into linked columns, widows, orphans, and text wrap</p>	<p>(i) format digital information for appropriate and effective communication in a product by defining the purpose</p>	<p>Web Content</p>
<p>(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:</p>	<p>(T) format digital information for appropriate and effective communication in a product by defining the purpose, identifying the intended audience, and using the principles of page design such as leading, kerning, automatic text flow into linked columns, widows, orphans, and text wrap</p>	<p>(ii) format digital information for appropriate and effective communication in a product by identifying the intended audience</p>	<p>Web Content</p>
<p>(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:</p>	<p>(T) format digital information for appropriate and effective communication in a product by defining the purpose, identifying the intended audience, and using the principles of page design such as leading, kerning, automatic text flow into linked columns, widows, orphans, and text wrap</p>	<p>(iii) format digital information for appropriate and effective communication in a product by using the principles of page design</p>	<p>Web Content</p>

## Web Ethics & E-Issues

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(9) The student applies ethical decision making and understands and complies with laws regarding use of technology in communications. The student is expected to:	(B) discuss copyright laws in relation to fair use and duplication of materials	(i) discuss copyright laws in relation to fair use of materials	Web Ethics & E-Issues
(9) The student applies ethical decision making and understands and complies with laws regarding use of technology in communications. The student is expected to:	(D) understand and exhibit digital citizenship	(i) understand digital citizenship	Web Ethics & E-Issues
(9) The student applies ethical decision making and understands and complies with laws regarding use of technology in communications. The student is expected to:	(D) understand and exhibit digital citizenship	(ii) exhibit digital citizenship	Web Ethics & E-Issues

## Web Ethics & Safety

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(9) The student applies ethical decision making and understands and complies with laws regarding use of technology in communications. The student is expected to:	(B) discuss copyright laws in relation to fair use and duplication of materials	(ii) discuss copyright laws in relation to duplication of materials	Web Ethics & Safety

## Windows 8 Basics or Windows 10 Operating Systems

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(5) The student uses technology applications and processes. The student is expected to:	(B) use processes such as personal information management, file management, and file sharing	(i) use processes	Windows 8 Basics or Windows Operating Systems
(10) The student applies technical skills for efficiency. The student is expected to:	(B) use technology to enhance productivity	(i) use technology to enhance productivity	Windows 8 Basics or Windows Operating Systems

## Introduction to Microsoft® Office 2013 or Introduction to Microsoft® Office 2016

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
<p>(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:</p>	<p>(U) apply desktop publishing to create products using word processing programs, editing products, or drawing programs; design elements such as text, graphics, headlines, color, white space; typography concepts, including font size and style; and graphic design concepts such as contrast, alignment, repetition, and proximity</p>	<p>(i) apply desktop publishing to create products using word processing programs, editing products, or drawing programs</p>	<p>Introduction to Microsoft® Office 2013 or Introduction to Microsoft® Office 2016</p>
<p>(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:</p>	<p>(U) apply desktop publishing to create products using word processing programs, editing products, or drawing programs; design elements such as text, graphics, headlines, color, white space; typography concepts, including font size and style; and graphic design concepts such as contrast, alignment, repetition, and proximity</p>	<p>(ii) apply desktop publishing to create products using design elements</p>	<p>Introduction to Microsoft® Office 2013 or Introduction to Microsoft® Office 2016</p>
<p>(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:</p>	<p>(U) apply desktop publishing to create products using word processing programs, editing products, or drawing programs; design elements such as text, graphics, headlines, color, white space; typography concepts, including font size and style; and graphic design concepts such as contrast, alignment, repetition, and proximity</p>	<p>(iii) apply desktop publishing to create products using typography concepts, including font size</p>	<p>Introduction to Microsoft® Office 2013 or Introduction to Microsoft® Office 2016</p>

<p>(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:</p>	<p>(U) apply desktop publishing to create products using word processing programs, editing products, or drawing programs; design elements such as text, graphics, headlines, color, white space; typography concepts, including font size and style; and graphic design concepts such as contrast, alignment, repetition, and proximity</p>	<p>(iv) apply desktop publishing to create products using typography concepts, including font style</p>	<p>Introduction to Microsoft® Office 2013 or Introduction to Microsoft® Office 2016</p>
<p>(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:</p>	<p>(U) apply desktop publishing to create products using word processing programs, editing products, or drawing programs; design elements such as text, graphics, headlines, color, white space; typography concepts, including font size and style; and graphic design concepts such as contrast, alignment, repetition, and proximity</p>	<p>(v) apply desktop publishing to create products using graphic design concepts</p>	<p>Introduction to Microsoft® Office 2013 or Introduction to Microsoft® Office 2016</p>
<p>(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:</p>	<p>(V) develop and reference technical documentation</p>	<p>(i) develop technical documentation</p>	<p>Introduction to Microsoft® Office 2013 or Introduction to Microsoft® Office 2016</p>
<p>(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:</p>	<p>(V) develop and reference technical documentation</p>	<p>(ii) reference technical documentation</p>	<p>Introduction to Microsoft® Office 2013 or Introduction to Microsoft® Office 2016</p>

<p>(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:</p>	<p>(W) deliver digital products in a variety of appropriate media</p>	<p>(i) deliver digital products in a variety of appropriate media</p>	<p>Introduction to Microsoft® Office 2013 or Introduction to Microsoft® Office 2016</p>
<p>(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:</p>	<p>(S) use research skills and electronic communications</p>	<p>(ii) use electronic communications</p>	<p>Microsoft® Outlook 2013 Basics or Microsoft® Outlook 2016 Basics</p>



## Microsoft® Outlook 2013 Basics or Microsoft® Outlook 2016 Basics

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(5) The student uses technology applications and processes. The student is expected to:	(B) use processes such as personal information management, file management, and file sharing	(i) use processes	Microsoft® Outlook 2013 Basics or Microsoft® Outlook 2016 Basics

## Communication Styles

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(2) The student applies English language arts in professional communications projects. The student is expected to:	(C) identify assumptions, purpose, outcomes, solutions, and propaganda techniques	(i) identify assumptions	Communication Styles
(2) The student applies English language arts in professional communications projects. The student is expected to:	(C) identify assumptions, purpose, outcomes, solutions, and propaganda techniques	(ii) identify purpose	Communication Styles
(2) The student applies English language arts in professional communications projects. The student is expected to:	(C) identify assumptions, purpose, outcomes, solutions, and propaganda techniques	(iii) identify outcomes	Communication Styles
(2) The student applies English language arts in professional communications projects. The student is expected to:	(C) identify assumptions, purpose, outcomes, solutions, and propaganda techniques	(iv) identify solutions	Communication Styles
(2) The student applies English language arts in professional communications projects. The student is expected to:	(C) identify assumptions, purpose, outcomes, solutions, and propaganda techniques	(v) identify propaganda techniques	Communication Styles
(2) The student applies English language arts in professional communications projects. The student is expected to:	(F) research topics for the preparation of oral and written communications	(i) research topics for the preparation of oral communications	Communication Styles
(2) The student applies English language arts in professional communications projects. The student is expected to:	(F) research topics for the preparation of oral and written communications	(ii) research topics for the preparation of written communications	Communication Styles
(3) The student applies professional communications strategies. The student is expected to:	(A) adapt language for audience, purpose, situation, and intent	(i) adapt language for audience	Communication Styles
(3) The student applies professional communications strategies. The student is expected to:	(A) adapt language for audience, purpose, situation, and intent	(ii) adapt language for purpose	Communication Styles

(3) The student applies professional communications strategies. The student is expected to:	(A) adapt language for audience, purpose, situation, and intent	(iii) adapt language for situation	Communication Styles
(3) The student applies professional communications strategies. The student is expected to:	(A) adapt language for audience, purpose, situation, and intent	(iv) adapt language for intent	Communication Styles
(3) The student applies professional communications strategies. The student is expected to:	(B) organize oral and written information	(i) organize oral information	Communication Styles
(3) The student applies professional communications strategies. The student is expected to:	(C) interpret and communicate information, data, and observations	(i) interpret information	Communication Styles
(3) The student applies professional communications strategies. The student is expected to:	(C) interpret and communicate information, data, and observations	(ii) communicate information	Communication Styles
(3) The student applies professional communications strategies. The student is expected to:	(C) interpret and communicate information, data, and observations	(v) interpret observations	Communication Styles
(3) The student applies professional communications strategies. The student is expected to:	(C) interpret and communicate information, data, and observations	(vi) communicate observations	Communication Styles
(3) The student applies professional communications strategies. The student is expected to:	(D) deliver formal and informal presentations	(ii) deliver informal presentations	Communication Styles
(3) The student applies professional communications strategies. The student is expected to:	(E) apply active listening skills	(i) apply active listening skills	Communication Styles

<p>(9) The student applies ethical decision making and understands and complies with laws regarding use of technology in communications. The student is expected to:</p>	<p>(C) analyze the impact of communications on society</p>	<p>(i) analyze the impact of communications on society</p>	<p>Communication Styles</p>
<p>(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:</p>	<p>(B) demonstrate knowledge of the communication process, including the characteristics of oral language, types and effects of nonverbal communication, effective nonverbal strategies such as a firm handshake, direct eye contact, and appropriate use of space and distance</p>	<p>(i) demonstrate knowledge of the communication process, including the characteristics of oral language</p>	<p>Communication Styles</p>
<p>(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:</p>	<p>(B) demonstrate knowledge of the communication process, including the characteristics of oral language, types and effects of nonverbal communication, effective nonverbal strategies such as a firm handshake, direct eye contact, and appropriate use of space and distance</p>	<p>(ii) demonstrate knowledge of the communication process, including the types of nonverbal communication</p>	<p>Communication Styles</p>
<p>(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:</p>	<p>(B) demonstrate knowledge of the communication process, including the characteristics of oral language, types and effects of nonverbal communication, effective nonverbal strategies such as a firm handshake, direct eye contact, and appropriate use of space and distance</p>	<p>(iii) demonstrate knowledge of the communication process, including the effects of nonverbal communication</p>	<p>Communication Styles</p>

<p>(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:</p>	<p>(B) demonstrate knowledge of the communication process, including the characteristics of oral language, types and effects of nonverbal communication, effective nonverbal strategies such as a firm handshake, direct eye contact, and appropriate use of space and distance</p>	<p>(iv) demonstrate knowledge of the communication process, including effective nonverbal strategies</p>	<p>Communication Styles</p>
<p>(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:</p>	<p>(C) demonstrate knowledge of the components of the listening process and specific kinds of listening such as critical, deliberative, and empathetic</p>	<p>(i) demonstrate knowledge of the components of the listening process</p>	<p>Communication Styles</p>
<p>(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:</p>	<p>(C) demonstrate knowledge of the components of the listening process and specific kinds of listening such as critical, deliberative, and empathetic</p>	<p>(ii) demonstrate knowledge of the components of specific kinds of listening</p>	<p>Communication Styles</p>
<p>(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:</p>	<p>(D) identify and analyze ethical and social responsibilities of communicators</p>	<p>(i) identify ethical responsibilities of communicators</p>	<p>Communication Styles</p>

<p>(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:</p>	<p>(D) identify and analyze ethical and social responsibilities of communicators</p>	<p>(ii) analyze ethical responsibilities of communicators</p>	<p>Communication Styles</p>
<p>(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:</p>	<p>(D) identify and analyze ethical and social responsibilities of communicators</p>	<p>(iii) identify social responsibilities of communicators</p>	<p>Communication Styles</p>
<p>(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:</p>	<p>(D) identify and analyze ethical and social responsibilities of communicators</p>	<p>(iv) analyze social responsibilities of communicators</p>	<p>Communication Styles</p>
<p>(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:</p>	<p>(E) demonstrate knowledge of various communication processes in professional contexts, including using effective communication skills; analyzing standards for appropriate use of informal, standard, and technical language; making appropriate and important communication decisions based on accurate and complete information; and recognizing and analyzing appropriate channels of communication in organizations</p>	<p>(i) demonstrate knowledge of various communication processes in professional contexts, including using effective communication skills</p>	<p>Communication Styles</p>

<p>(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:</p>	<p>(E) demonstrate knowledge of various communication processes in professional contexts, including using effective communication skills; analyzing standards for appropriate use of informal, standard, and technical language; making appropriate and important communication decisions based on accurate and complete information; and recognizing and analyzing appropriate channels of communication in organizations</p>	<p>(ii) demonstrate knowledge of various communication processes in professional contexts, including analyzing standards for appropriate use of informal language</p>	<p>Communication Styles</p>
<p>(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:</p>	<p>(E) demonstrate knowledge of various communication processes in professional contexts, including using effective communication skills; analyzing standards for appropriate use of informal, standard, and technical language; making appropriate and important communication decisions based on accurate and complete information; and recognizing and analyzing appropriate channels of communication in organizations</p>	<p>(iii) demonstrate knowledge of various communication processes in professional contexts, including analyzing standards for appropriate use of standard language</p>	<p>Communication Styles</p>

<p>(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:</p>	<p>(E) demonstrate knowledge of various communication processes in professional contexts, including using effective communication skills; analyzing standards for appropriate use of informal, standard, and technical language; making appropriate and important communication decisions based on accurate and complete information; and recognizing and analyzing appropriate channels of communication in organizations</p>	<p>(iv) demonstrate knowledge of various communication processes in professional contexts, including analyzing standards for appropriate use of technical language</p>	<p>Communication Styles</p>
<p>(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:</p>	<p>(E) demonstrate knowledge of various communication processes in professional contexts, including using effective communication skills; analyzing standards for appropriate use of informal, standard, and technical language; making appropriate and important communication decisions based on accurate and complete information; and recognizing and analyzing appropriate channels of communication in organizations</p>	<p>(v) demonstrate knowledge of various communication processes in professional contexts, including making appropriate and important communication decisions based on accurate and complete information</p>	<p>Communication Styles</p>



<p>(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:</p>	<p>(E) demonstrate knowledge of various communication processes in professional contexts, including using effective communication skills; analyzing standards for appropriate use of informal, standard, and technical language; making appropriate and important communication decisions based on accurate and complete information; and recognizing and analyzing appropriate channels of communication in organizations</p>	<p>(vi) demonstrate knowledge of various communication processes in professional contexts, including recognizing appropriate channels of communication in organizations</p>	<p>Communication Styles</p>
<p>(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:</p>	<p>(E) demonstrate knowledge of various communication processes in professional contexts, including using effective communication skills; analyzing standards for appropriate use of informal, standard, and technical language; making appropriate and important communication decisions based on accurate and complete information; and recognizing and analyzing appropriate channels of communication in organizations</p>	<p>(vii) demonstrate knowledge of various communication processes in professional contexts, including analyzing appropriate channels of communication in organizations</p>	<p>Communication Styles</p>
<p>(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:</p>	<p>(F) use appropriate interpersonal communication strategies in professional contexts, including using different types of professional communication and communication management skills and observing professional etiquette</p>	<p>(i) use appropriate interpersonal communication strategies in professional contexts, including using different types of professional communication</p>	<p>Communication Styles</p>

<p>(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:</p>	<p>(F) use appropriate interpersonal communication strategies in professional contexts, including using different types of professional communication and communication management skills and observing professional etiquette</p>	<p>(ii) use appropriate interpersonal communication strategies in professional contexts, including using different types of communication management skills</p>	<p>Communication Styles</p>
<p>(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:</p>	<p>(F) use appropriate interpersonal communication strategies in professional contexts, including using different types of professional communication and communication management skills and observing professional etiquette</p>	<p>(iii) use appropriate interpersonal communication strategies in professional contexts, including observing professional etiquette</p>	<p>Communication Styles</p>

## Introduction to Professional Communication

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(2) The student applies English language arts in professional communications projects. The student is expected to:	(D) compose and edit copy for a variety of written documents	(i) compose copy for a variety of written documents	Introduction to Professional Communication
(2) The student applies English language arts in professional communications projects. The student is expected to:	(E) evaluate oral and written information	(i) evaluate oral information	Introduction to Professional Communication
(2) The student applies English language arts in professional communications projects. The student is expected to:	(E) evaluate oral and written information	(ii) evaluate written information	Introduction to Professional Communication
(2) The student applies English language arts in professional communications projects. The student is expected to:	(F) research topics for the preparation of oral and written communications	(ii) research topics for the preparation of written communications	Introduction to Professional Communication
(3) The student applies professional communications strategies. The student is expected to:	(A) adapt language for audience, purpose, situation, and intent	(i) adapt language for audience	Introduction to Professional Communication
(3) The student applies professional communications strategies. The student is expected to:	(A) adapt language for audience, purpose, situation, and intent	(ii) adapt language for purpose	Introduction to Professional Communication
(3) The student applies professional communications strategies. The student is expected to:	(A) adapt language for audience, purpose, situation, and intent	(iii) adapt language for situation	Introduction to Professional Communication
(3) The student applies professional communications strategies. The student is expected to:	(A) adapt language for audience, purpose, situation, and intent	(iv) adapt language for intent	Introduction to Professional Communication
(3) The student applies professional communications strategies. The student is expected to:	(B) organize oral and written information	(i) organize oral information	Introduction to Professional Communication

(3) The student applies professional communications strategies. The student is expected to:	(B) organize oral and written information	(ii) organize written information	Introduction to Professional Communication
(3) The student applies professional communications strategies. The student is expected to:	(C) interpret and communicate information, data, and observations	(i) interpret information	Introduction to Professional Communication
(3) The student applies professional communications strategies. The student is expected to:	(C) interpret and communicate information, data, and observations	(ii) communicate information	Introduction to Professional Communication
(3) The student applies professional communications strategies. The student is expected to:	(C) interpret and communicate information, data, and observations	(v) interpret observations	Introduction to Professional Communication
(3) The student applies professional communications strategies. The student is expected to:	(C) interpret and communicate information, data, and observations	(vi) communicate observations	Introduction to Professional Communication
(3) The student applies professional communications strategies. The student is expected to:	(D) deliver formal and informal presentations	(i) deliver formal presentations	Introduction to Professional Communication
(3) The student applies professional communications strategies. The student is expected to:	(D) deliver formal and informal presentations	(ii) deliver informal presentations	Introduction to Professional Communication
(10) The student applies technical skills for efficiency. The student is expected to:	(A) employ planning and time-management skills to relate to professional communications	(i) employ planning skills to relate to professional communications	Introduction to Professional Communication
(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:	(B) demonstrate knowledge of the communication process, including the characteristics of oral language, types and effects of nonverbal communication, effective nonverbal strategies such as a firm handshake, direct eye contact, and appropriate use of space and distance	(i) demonstrate knowledge of the communication process, including the characteristics of oral language	Introduction to Professional Communication

<p>(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:</p>	<p>(B) demonstrate knowledge of the communication process, including the characteristics of oral language, types and effects of nonverbal communication, effective nonverbal strategies such as a firm handshake, direct eye contact, and appropriate use of space and distance</p>	<p>(ii) demonstrate knowledge of the communication process, including the types of nonverbal communication</p>	<p>Introduction to Professional Communication</p>
<p>(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:</p>	<p>(B) demonstrate knowledge of the communication process, including the characteristics of oral language, types and effects of nonverbal communication, effective nonverbal strategies such as a firm handshake, direct eye contact, and appropriate use of space and distance</p>	<p>(iii) demonstrate knowledge of the communication process, including the effects of nonverbal communication</p>	<p>Introduction to Professional Communication</p>
<p>(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:</p>	<p>(B) demonstrate knowledge of the communication process, including the characteristics of oral language, types and effects of nonverbal communication, effective nonverbal strategies such as a firm handshake, direct eye contact, and appropriate use of space and distance</p>	<p>(iv) demonstrate knowledge of the communication process, including effective nonverbal strategies</p>	<p>Introduction to Professional Communication</p>
<p>(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:</p>	<p>(C) demonstrate knowledge of the components of the listening process and specific kinds of listening such as critical, deliberative, and empathetic</p>	<p>(i) demonstrate knowledge of the components of the listening process</p>	<p>Introduction to Professional Communication</p>

<p>(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:</p>	<p>(C) demonstrate knowledge of the components of the listening process and specific kinds of listening such as critical, deliberative, and empathetic</p>	<p>(ii) demonstrate knowledge of the components of specific kinds of listening</p>	<p>Introduction to Professional Communication</p>
<p>(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:</p>	<p>(D) identify and analyze ethical and social responsibilities of communicators</p>	<p>(i) identify ethical responsibilities of communicators</p>	<p>Introduction to Professional Communication</p>
<p>(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:</p>	<p>(D) identify and analyze ethical and social responsibilities of communicators</p>	<p>(ii) analyze ethical responsibilities of communicators</p>	<p>Introduction to Professional Communication</p>
<p>(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:</p>	<p>(D) identify and analyze ethical and social responsibilities of communicators</p>	<p>(iii) identify social responsibilities of communicators</p>	<p>Introduction to Professional Communication</p>
<p>(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:</p>	<p>(D) identify and analyze ethical and social responsibilities of communicators</p>	<p>(iv) analyze social responsibilities of communicators</p>	<p>Introduction to Professional Communication</p>

<p>(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:</p>	<p>(E) demonstrate knowledge of various communication processes in professional contexts, including using effective communication skills; analyzing standards for appropriate use of informal, standard, and technical language; making appropriate and important communication decisions based on accurate and complete information; and recognizing and analyzing appropriate channels of communication in organizations</p>	<p>(i) demonstrate knowledge of various communication processes in professional contexts, including using effective communication skills</p>	<p>Introduction to Professional Communication</p>
<p>(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:</p>	<p>(E) demonstrate knowledge of various communication processes in professional contexts, including using effective communication skills; analyzing standards for appropriate use of informal, standard, and technical language; making appropriate and important communication decisions based on accurate and complete information; and recognizing and analyzing appropriate channels of communication in organizations</p>	<p>(ii) demonstrate knowledge of various communication processes in professional contexts, including analyzing standards for appropriate use of informal language</p>	<p>Introduction to Professional Communication</p>

<p>(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:</p>	<p>(E) demonstrate knowledge of various communication processes in professional contexts, including using effective communication skills; analyzing standards for appropriate use of informal, standard, and technical language; making appropriate and important communication decisions based on accurate and complete information; and recognizing and analyzing appropriate channels of communication in organizations</p>	<p>(iii) demonstrate knowledge of various communication processes in professional contexts, including analyzing standards for appropriate use of standard language</p>	<p>Introduction to Professional Communication</p>
<p>(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:</p>	<p>(E) demonstrate knowledge of various communication processes in professional contexts, including using effective communication skills; analyzing standards for appropriate use of informal, standard, and technical language; making appropriate and important communication decisions based on accurate and complete information; and recognizing and analyzing appropriate channels of communication in organizations</p>	<p>(iv) demonstrate knowledge of various communication processes in professional contexts, including analyzing standards for appropriate use of technical language</p>	<p>Introduction to Professional Communication</p>



<p>(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:</p>	<p>(E) demonstrate knowledge of various communication processes in professional contexts, including using effective communication skills; analyzing standards for appropriate use of informal, standard, and technical language; making appropriate and important communication decisions based on accurate and complete information; and recognizing and analyzing appropriate channels of communication in organizations</p>	<p>(v) demonstrate knowledge of various communication processes in professional contexts, including making appropriate and important communication decisions based on accurate and complete information</p>	<p>Introduction to Professional Communication</p>
<p>(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:</p>	<p>(E) demonstrate knowledge of various communication processes in professional contexts, including using effective communication skills; analyzing standards for appropriate use of informal, standard, and technical language; making appropriate and important communication decisions based on accurate and complete information; and recognizing and analyzing appropriate channels of communication in organizations</p>	<p>(vi) demonstrate knowledge of various communication processes in professional contexts, including recognizing appropriate channels of communication in organizations</p>	<p>Introduction to Professional Communication</p>

<p>(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:</p>	<p>(E) demonstrate knowledge of various communication processes in professional contexts, including using effective communication skills; analyzing standards for appropriate use of informal, standard, and technical language; making appropriate and important communication decisions based on accurate and complete information; and recognizing and analyzing appropriate channels of communication in organizations</p>	<p>(vii) demonstrate knowledge of various communication processes in professional contexts, including analyzing appropriate channels of communication in organizations</p>	<p>Introduction to Professional Communication</p>
<p>(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:</p>	<p>(F) use appropriate interpersonal communication strategies in professional contexts, including using different types of professional communication and communication management skills and observing professional etiquette</p>	<p>(i) use appropriate interpersonal communication strategies in professional contexts, including using different types of professional communication</p>	<p>Introduction to Professional Communication</p>
<p>(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:</p>	<p>(F) use appropriate interpersonal communication strategies in professional contexts, including using different types of professional communication and communication management skills and observing professional etiquette</p>	<p>(ii) use appropriate interpersonal communication strategies in professional contexts, including using different types of communication management skills</p>	<p>Introduction to Professional Communication</p>

<p>(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:</p>	<p>(F) use appropriate interpersonal communication strategies in professional contexts, including using different types of professional communication and communication management skills and observing professional etiquette</p>	<p>(iii) use appropriate interpersonal communication strategies in professional contexts, including observing professional etiquette</p>	<p>Introduction to Professional Communication</p>
<p>(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:</p>	<p>(M) conduct formal and informal professional presentations using effective verbal and nonverbal strategies to inform, persuade, or motivate an audience</p>	<p>(ii) conduct informal professional presentations using effective verbal strategies to inform, persuade, or motivate an audience</p>	<p>Introduction to Professional Communication</p>
<p>(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:</p>	<p>(P) participate in an informative or persuasive group discussion</p>	<p>(i) participate in an informative or persuasive group discussion</p>	<p>Introduction to Professional Communication</p>

## Researching Strategies & Tactics

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:	(Q) use a variety of strategies to acquire information from electronic resources	(i) use a variety of strategies to acquire information from electronic resources	Researching Strategies & Tactics
(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:	(S) use research skills and electronic communications	(i) use research skills	Researching Strategies & Tactics

## Written Communication Practices

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(2) The student applies English language arts in professional communications projects. The student is expected to:	(A) demonstrate use of content, technical concepts, and vocabulary	(i) demonstrate use of content	Written Communication Practices
(2) The student applies English language arts in professional communications projects. The student is expected to:	(A) demonstrate use of content, technical concepts, and vocabulary	(ii) demonstrate use of technical concepts	Written Communication Practices
(2) The student applies English language arts in professional communications projects. The student is expected to:	(A) demonstrate use of content, technical concepts, and vocabulary	(iii) demonstrate use of vocabulary	Written Communication Practices
(2) The student applies English language arts in professional communications projects. The student is expected to:	(B) use correct grammar, punctuation, and terminology to write and edit documents	(i) use correct grammar to write documents	Written Communication Practices
(2) The student applies English language arts in professional communications projects. The student is expected to:	(B) use correct grammar, punctuation, and terminology to write and edit documents	(ii) use correct grammar to edit documents	Written Communication Practices
(2) The student applies English language arts in professional communications projects. The student is expected to:	(B) use correct grammar, punctuation, and terminology to write and edit documents	(iii) use correct punctuation to write documents	Written Communication Practices
(2) The student applies English language arts in professional communications projects. The student is expected to:	(B) use correct grammar, punctuation, and terminology to write and edit documents	(iv) use correct punctuation to edit documents	Written Communication Practices
(2) The student applies English language arts in professional communications projects. The student is expected to:	(B) use correct grammar, punctuation, and terminology to write and edit documents	(v) use correct terminology to write documents	Written Communication Practices
(2) The student applies English language arts in professional communications projects. The student is expected to:	(B) use correct grammar, punctuation, and terminology to write and edit documents	(vi) use correct terminology to edit documents	Written Communication Practices

(2) The student applies English language arts in professional communications projects. The student is expected to:	(D) compose and edit copy for a variety of written documents	(i) compose copy for a variety of written documents	Written Communication Practices
(2) The student applies English language arts in professional communications projects. The student is expected to:	(D) compose and edit copy for a variety of written documents	(ii) edit copy for a variety of written documents	Written Communication Practices
(2) The student applies English language arts in professional communications projects. The student is expected to:	(E) evaluate oral and written information	(ii) evaluate written information	Written Communication Practices
(2) The student applies English language arts in professional communications projects. The student is expected to:	(F) research topics for the preparation of oral and written communications	(ii) research topics for the preparation of written communications	Written Communication Practices
(3) The student applies professional communications strategies. The student is expected to:	(B) organize oral and written information	(ii) organize written information	Written Communication Practices

## Business Letters & Memos

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(2) The student applies English language arts in professional communications projects. The student is expected to:	(D) compose and edit copy for a variety of written documents	(i) compose copy for a variety of written documents	Business Letters & Memos
(2) The student applies English language arts in professional communications projects. The student is expected to:	(D) compose and edit copy for a variety of written documents	(ii) edit copy for a variety of written documents	Business Letters & Memos

## Public Speaking Basics

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(3) The student applies professional communications strategies. The student is expected to:	(A) adapt language for audience, purpose, situation, and intent	(i) adapt language for audience	Public Speaking Basics
(3) The student applies professional communications strategies. The student is expected to:	(A) adapt language for audience, purpose, situation, and intent	(ii) adapt language for purpose	Public Speaking Basics
(3) The student applies professional communications strategies. The student is expected to:	(A) adapt language for audience, purpose, situation, and intent	(iii) adapt language for situation	Public Speaking Basics
(3) The student applies professional communications strategies. The student is expected to:	(A) adapt language for audience, purpose, situation, and intent	(iv) adapt language for intent	Public Speaking Basics
(3) The student applies professional communications strategies. The student is expected to:	(C) interpret and communicate information, data, and observations	(v) interpret observations	Public Speaking Basics
(3) The student applies professional communications strategies. The student is expected to:	(C) interpret and communicate information, data, and observations	(vi) communicate observations	Public Speaking Basics
(3) The student applies professional communications strategies. The student is expected to:	(D) deliver formal and informal presentations	(i) deliver formal presentations	Public Speaking Basics
(3) The student applies professional communications strategies. The student is expected to:	(D) deliver formal and informal presentations	(ii) deliver informal presentations	Public Speaking Basics



<p>(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:</p>	<p>(H) identify and use appropriate strategies for communicating with a variety of audiences</p>	<p>(i) identify appropriate strategies for communicating with a variety of audiences</p>	<p>Public Speaking Basics</p>
<p>(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:</p>	<p>(H) identify and use appropriate strategies for communicating with a variety of audiences</p>	<p>(ii) use appropriate strategies for communicating with a variety of audiences</p>	<p>Public Speaking Basics</p>
<p>(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:</p>	<p>(K) research formal and informal professional presentations by analyzing the audience, occasion, purpose, and primary and secondary sources; determining specific topics for presentations; and evaluating sources using media literacy strategies such as recognizing bias, misinformation, untruths, and source credibility</p>	<p>(i) research formal professional presentations by analyzing the audience</p>	<p>Public Speaking Basics</p>
<p>(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:</p>	<p>(K) research formal and informal professional presentations by analyzing the audience, occasion, purpose, and primary and secondary sources; determining specific topics for presentations; and evaluating sources using media literacy strategies such as recognizing bias, misinformation, untruths, and source credibility</p>	<p>(ii) research informal professional presentations by analyzing the audience</p>	<p>Public Speaking Basics</p>

<p>(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:</p>	<p>(K) research formal and informal professional presentations by analyzing the audience, occasion, purpose, and primary and secondary sources; determining specific topics for presentations; and evaluating sources using media literacy strategies such as recognizing bias, misinformation, untruths, and source credibility</p>	<p>(iii) research formal professional presentations by analyzing the occasion</p>	<p>Public Speaking Basics</p>
<p>(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:</p>	<p>(K) research formal and informal professional presentations by analyzing the audience, occasion, purpose, and primary and secondary sources; determining specific topics for presentations; and evaluating sources using media literacy strategies such as recognizing bias, misinformation, untruths, and source credibility</p>	<p>(iv) research informal professional presentations by analyzing the occasion</p>	<p>Public Speaking Basics</p>
<p>(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:</p>	<p>(K) research formal and informal professional presentations by analyzing the audience, occasion, purpose, and primary and secondary sources; determining specific topics for presentations; and evaluating sources using media literacy strategies such as recognizing bias, misinformation, untruths, and source credibility</p>	<p>(ix) research formal professional presentations by analyzing the secondary sources</p>	<p>Public Speaking Basics</p>

<p>(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:</p>	<p>(K) research formal and informal professional presentations by analyzing the audience, occasion, purpose, and primary and secondary sources; determining specific topics for presentations; and evaluating sources using media literacy strategies such as recognizing bias, misinformation, untruths, and source credibility</p>	<p>(v) research formal professional presentations by analyzing the purpose</p>	<p>Public Speaking Basics</p>
<p>(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:</p>	<p>(K) research formal and informal professional presentations by analyzing the audience, occasion, purpose, and primary and secondary sources; determining specific topics for presentations; and evaluating sources using media literacy strategies such as recognizing bias, misinformation, untruths, and source credibility</p>	<p>(vi) research informal professional presentations by analyzing the purpose</p>	<p>Public Speaking Basics</p>
<p>(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:</p>	<p>(K) research formal and informal professional presentations by analyzing the audience, occasion, purpose, and primary and secondary sources; determining specific topics for presentations; and evaluating sources using media literacy strategies such as recognizing bias, misinformation, untruths, and source credibility</p>	<p>(vii) research formal professional presentations by analyzing the primary sources</p>	<p>Public Speaking Basics</p>

<p>(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:</p>	<p>(K) research formal and informal professional presentations by analyzing the audience, occasion, purpose, and primary and secondary sources; determining specific topics for presentations; and evaluating sources using media literacy strategies such as recognizing bias, misinformation, untruths, and source credibility</p>	<p>(viii) research informal professional presentations by analyzing the primary sources</p>	<p>Public Speaking Basics</p>
<p>(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:</p>	<p>(K) research formal and informal professional presentations by analyzing the audience, occasion, purpose, and primary and secondary sources; determining specific topics for presentations; and evaluating sources using media literacy strategies such as recognizing bias, misinformation, untruths, and source credibility</p>	<p>(x) research informal professional presentations by analyzing the secondary sources</p>	<p>Public Speaking Basics</p>
<p>(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:</p>	<p>(K) research formal and informal professional presentations by analyzing the audience, occasion, purpose, and primary and secondary sources; determining specific topics for presentations; and evaluating sources using media literacy strategies such as recognizing bias, misinformation, untruths, and source credibility</p>	<p>(xi) research formal professional presentations by determining specific topics for presentations</p>	<p>Public Speaking Basics</p>

<p>(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:</p>	<p>(K) research formal and informal professional presentations by analyzing the audience, occasion, purpose, and primary and secondary sources; determining specific topics for presentations; and evaluating sources using media literacy strategies such as recognizing bias, misinformation, untruths, and source credibility</p>	<p>(xii) research informal professional presentations by determining specific topics for presentations</p>	<p>Public Speaking Basics</p>
<p>(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:</p>	<p>(K) research formal and informal professional presentations by analyzing the audience, occasion, purpose, and primary and secondary sources; determining specific topics for presentations; and evaluating sources using media literacy strategies such as recognizing bias, misinformation, untruths, and source credibility</p>	<p>(xiii) research formal professional presentations by evaluating sources using media literacy strategies</p>	<p>Public Speaking Basics</p>
<p>(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:</p>	<p>(K) research formal and informal professional presentations by analyzing the audience, occasion, purpose, and primary and secondary sources; determining specific topics for presentations; and evaluating sources using media literacy strategies such as recognizing bias, misinformation, untruths, and source credibility</p>	<p>(xiv) research informal professional presentations by evaluating sources using media literacy strategies</p>	<p>Public Speaking Basics</p>

<p>(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:</p>	<p>(L) develop formal and informal professional presentations using effective strategies to organize presentations, using information to support points in presentations, preparing scripts or notes, using visual or auditory aids to enhance presentations, and providing credit for information sources</p>	<p>(i) develop formal professional presentations using effective strategies to organize presentations</p>	<p>Public Speaking Basics</p>
<p>(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:</p>	<p>(L) develop formal and informal professional presentations using effective strategies to organize presentations, using information to support points in presentations, preparing scripts or notes, using visual or auditory aids to enhance presentations, and providing credit for information sources</p>	<p>(ii) develop informal professional presentations using effective strategies to organize presentations</p>	<p>Public Speaking Basics</p>
<p>(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:</p>	<p>(L) develop formal and informal professional presentations using effective strategies to organize presentations, using information to support points in presentations, preparing scripts or notes, using visual or auditory aids to enhance presentations, and providing credit for information sources</p>	<p>(iii) develop formal professional presentations using information to support points in presentations</p>	<p>Public Speaking Basics</p>
<p>(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:</p>	<p>(L) develop formal and informal professional presentations using effective strategies to organize presentations, using information to support points in presentations, preparing scripts or notes, using visual or auditory aids to enhance presentations, and providing credit for information sources</p>	<p>(iv) develop informal professional presentations using information to support points in presentations</p>	<p>Public Speaking Basics</p>

<p>(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:</p>	<p>(L) develop formal and informal professional presentations using effective strategies to organize presentations, using information to support points in presentations, preparing scripts or notes, using visual or auditory aids to enhance presentations, and providing credit for information sources</p>	<p>(ix) develop formal professional presentations providing credit for information sources</p>	<p>Public Speaking Basics</p>
<p>(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:</p>	<p>(L) develop formal and informal professional presentations using effective strategies to organize presentations, using information to support points in presentations, preparing scripts or notes, using visual or auditory aids to enhance presentations, and providing credit for information sources</p>	<p>(v) develop formal professional presentations preparing scripts or notes</p>	<p>Public Speaking Basics</p>
<p>(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:</p>	<p>(L) develop formal and informal professional presentations using effective strategies to organize presentations, using information to support points in presentations, preparing scripts or notes, using visual or auditory aids to enhance presentations, and providing credit for information sources</p>	<p>(vi) develop informal professional presentations preparing scripts or notes</p>	<p>Public Speaking Basics</p>
<p>(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:</p>	<p>(L) develop formal and informal professional presentations using effective strategies to organize presentations, using information to support points in presentations, preparing scripts or notes, using visual or auditory aids to enhance presentations, and providing credit for information sources</p>	<p>(vii) develop formal professional presentations using visual or auditory aids to enhance presentations</p>	<p>Public Speaking Basics</p>

<p>(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:</p>	<p>(L) develop formal and informal professional presentations using effective strategies to organize presentations, using information to support points in presentations, preparing scripts or notes, using visual or auditory aids to enhance presentations, and providing credit for information sources</p>	<p>(viii) develop informal professional presentations using visual or auditory aids to enhance presentations</p>	<p>Public Speaking Basics</p>
<p>(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:</p>	<p>(L) develop formal and informal professional presentations using effective strategies to organize presentations, using information to support points in presentations, preparing scripts or notes, using visual or auditory aids to enhance presentations, and providing credit for information sources</p>	<p>(x) develop informal professional presentations providing credit for information sources</p>	<p>Public Speaking Basics</p>
<p>(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:</p>	<p>(M) conduct formal and informal professional presentations using effective verbal and nonverbal strategies to inform, persuade, or motivate an audience</p>	<p>(iii) conduct formal professional presentations using effective nonverbal strategies to inform, persuade, or motivate an audience</p>	<p>Public Speaking Basics</p>
<p>(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:</p>	<p>(M) conduct formal and informal professional presentations using effective verbal and nonverbal strategies to inform, persuade, or motivate an audience</p>	<p>(iv) conduct informal professional presentations using effective nonverbal strategies to inform, persuade, or motivate an audience</p>	<p>Public Speaking Basics</p>



<p>(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:</p>	<p>(M) conduct formal and informal professional presentations using effective verbal and nonverbal strategies to inform, persuade, or motivate an audience</p>	<p>(i) conduct formal professional presentations using effective verbal strategies to inform, persuade, or motivate an audience</p>	<p>Public Speaking Basics</p>
<p>(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:</p>	<p>(M) conduct formal and informal professional presentations using effective verbal and nonverbal strategies to inform, persuade, or motivate an audience</p>	<p>(ii) conduct informal professional presentations using effective verbal strategies to inform, persuade, or motivate an audience</p>	<p>Public Speaking Basics</p>
<p>(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:</p>	<p>(N) use appropriate techniques to manage communication apprehension and build self-confidence</p>	<p>(i) use appropriate techniques to manage communication apprehension</p>	<p>Public Speaking Basics</p>
<p>(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:</p>	<p>(N) use appropriate techniques to manage communication apprehension and build self-confidence</p>	<p>(ii) use appropriate techniques to build self-confidence</p>	<p>Public Speaking Basics</p>

<p>(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:</p>	<p>(O) evaluate formal and informal professional presentations by participating in question-and-answer sessions following presentations, applying critical-listening strategies, and evaluating the effectiveness of presentations, including self-evaluation</p>	<p>(i) evaluate formal professional presentations by participating in question-and-answer sessions following presentations</p>	<p>Public Speaking Basics</p>
<p>(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:</p>	<p>(O) evaluate formal and informal professional presentations by participating in question-and-answer sessions following presentations, applying critical-listening strategies, and evaluating the effectiveness of presentations, including self-evaluation</p>	<p>(ii) evaluate informal professional presentations by participating in question-and-answer sessions following presentations</p>	<p>Public Speaking Basics</p>
<p>(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:</p>	<p>(O) evaluate formal and informal professional presentations by participating in question-and-answer sessions following presentations, applying critical-listening strategies, and evaluating the effectiveness of presentations, including self-evaluation</p>	<p>(iii) evaluate formal professional presentations by applying critical-listening strategies</p>	<p>Public Speaking Basics</p>
<p>(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:</p>	<p>(O) evaluate formal and informal professional presentations by participating in question-and-answer sessions following presentations, applying critical-listening strategies, and evaluating the effectiveness of presentations, including self-evaluation</p>	<p>(iv) evaluate informal professional presentations by applying critical-listening strategies</p>	<p>Public Speaking Basics</p>

<p>(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:</p>	<p>(P) participate in an informative or persuasive group discussion</p>	<p>(i) participate in an informative or persuasive group discussion</p>	<p>Public Speaking Basics</p>
--	---	---	-------------------------------

## Extemporaneous Speaking

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(3) The student applies professional communications strategies. The student is expected to:	(A) adapt language for audience, purpose, situation, and intent	(ii) adapt language for purpose	Extemporaneous Speaking

## Listening 101

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(2) The student applies English language arts in professional communications projects. The student is expected to:	(E) evaluate oral and written information	(i) evaluate oral information	Listening 101
(3) The student applies professional communications strategies. The student is expected to:	(E) apply active listening skills	(i) apply active listening skills	Listening 101
(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:	(C) demonstrate knowledge of the components of the listening process and specific kinds of listening such as critical, deliberative, and empathetic	(i) demonstrate knowledge of the components of the listening process	Listening 101
(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:	(C) demonstrate knowledge of the components of the listening process and specific kinds of listening such as critical, deliberative, and empathetic	(ii) demonstrate knowledge of the components of specific kinds of listening	Listening 101

## Presentation Strategies & Tactics

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(2) The student applies English language arts in professional communications projects. The student is expected to:	(F) research topics for the preparation of oral and written communications	(i) research topics for the preparation of oral communications	Presentation Strategies & Tactics
(3) The student applies professional communications strategies. The student is expected to:	(D) deliver formal and informal presentations	(i) deliver formal presentations	Presentation Strategies & Tactics
(3) The student applies professional communications strategies. The student is expected to:	(D) deliver formal and informal presentations	(ii) deliver informal presentations	Presentation Strategies & Tactics
(10) The student applies technical skills for efficiency. The student is expected to:	(A) employ planning and time-management skills to relate to professional communications	(i) employ planning skills to relate to professional communications	Presentation Strategies & Tactics
(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:	(L) develop formal and informal professional presentations using effective strategies to organize presentations, using information to support points in presentations, preparing scripts or notes, using visual or auditory aids to enhance presentations, and providing credit for information sources	(i) develop formal professional presentations using effective strategies to organize presentations	Presentation Strategies & Tactics
(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:	(L) develop formal and informal professional presentations using effective strategies to organize presentations, using information to support points in presentations, preparing scripts or notes, using visual or auditory aids to enhance presentations, and providing credit for information sources	(ii) develop informal professional presentations using effective strategies to organize presentations	Presentation Strategies & Tactics

<p>(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:</p>	<p>(L) develop formal and informal professional presentations using effective strategies to organize presentations, using information to support points in presentations, preparing scripts or notes, using visual or auditory aids to enhance presentations, and providing credit for information sources</p>	<p>(iii) develop formal professional presentations using information to support points in presentations</p>	<p>Presentation Strategies &amp; Tactics</p>
<p>(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:</p>	<p>(L) develop formal and informal professional presentations using effective strategies to organize presentations, using information to support points in presentations, preparing scripts or notes, using visual or auditory aids to enhance presentations, and providing credit for information sources</p>	<p>(iv) develop informal professional presentations using information to support points in presentations</p>	<p>Presentation Strategies &amp; Tactics</p>
<p>(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:</p>	<p>(L) develop formal and informal professional presentations using effective strategies to organize presentations, using information to support points in presentations, preparing scripts or notes, using visual or auditory aids to enhance presentations, and providing credit for information sources</p>	<p>(ix) develop formal professional presentations providing credit for information sources</p>	<p>Presentation Strategies &amp; Tactics</p>
<p>(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:</p>	<p>(L) develop formal and informal professional presentations using effective strategies to organize presentations, using information to support points in presentations, preparing scripts or notes, using visual or auditory aids to enhance presentations, and providing credit for information sources</p>	<p>(v) develop formal professional presentations preparing scripts or notes</p>	<p>Presentation Strategies &amp; Tactics</p>

<p>(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:</p>	<p>(L) develop formal and informal professional presentations using effective strategies to organize presentations, using information to support points in presentations, preparing scripts or notes, using visual or auditory aids to enhance presentations, and providing credit for information sources</p>	<p>(vi) develop informal professional presentations preparing scripts or notes</p>	<p>Presentation Strategies &amp; Tactics</p>
<p>(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:</p>	<p>(L) develop formal and informal professional presentations using effective strategies to organize presentations, using information to support points in presentations, preparing scripts or notes, using visual or auditory aids to enhance presentations, and providing credit for information sources</p>	<p>(vii) develop formal professional presentations using visual or auditory aids to enhance presentations</p>	<p>Presentation Strategies &amp; Tactics</p>
<p>(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:</p>	<p>(L) develop formal and informal professional presentations using effective strategies to organize presentations, using information to support points in presentations, preparing scripts or notes, using visual or auditory aids to enhance presentations, and providing credit for information sources</p>	<p>(viii) develop informal professional presentations using visual or auditory aids to enhance presentations</p>	<p>Presentation Strategies &amp; Tactics</p>
<p>(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:</p>	<p>(L) develop formal and informal professional presentations using effective strategies to organize presentations, using information to support points in presentations, preparing scripts or notes, using visual or auditory aids to enhance presentations, and providing credit for information sources</p>	<p>(x) develop informal professional presentations providing credit for information sources</p>	<p>Presentation Strategies &amp; Tactics</p>



<p>(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:</p>	<p>(O) evaluate formal and informal professional presentations by participating in question-and-answer sessions following presentations, applying critical-listening strategies, and evaluating the effectiveness of presentations, including self-evaluation</p>	<p>(i) evaluate formal professional presentations by participating in question-and-answer sessions following presentations</p>	<p>Presentation Strategies &amp; Tactics</p>
<p>(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:</p>	<p>(O) evaluate formal and informal professional presentations by participating in question-and-answer sessions following presentations, applying critical-listening strategies, and evaluating the effectiveness of presentations, including self-evaluation</p>	<p>(ii) evaluate informal professional presentations by participating in question-and-answer sessions following presentations</p>	<p>Presentation Strategies &amp; Tactics</p>
<p>(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:</p>	<p>(O) evaluate formal and informal professional presentations by participating in question-and-answer sessions following presentations, applying critical-listening strategies, and evaluating the effectiveness of presentations, including self-evaluation</p>	<p>(iii) evaluate formal professional presentations by applying critical-listening strategies</p>	<p>Presentations Strategies &amp; Tactics</p>
<p>(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:</p>	<p>(O) evaluate formal and informal professional presentations by participating in question-and-answer sessions following presentations, applying critical-listening strategies, and evaluating the effectiveness of presentations, including self-evaluation</p>	<p>(iv) evaluate informal professional presentations by applying critical-listening strategies</p>	<p>Presentations Strategies &amp; Tactics</p>

<p>(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:</p>	<p>(O) evaluate formal and informal professional presentations by participating in question-and-answer sessions following presentations, applying critical-listening strategies, and evaluating the effectiveness of presentations, including self-evaluation</p>	<p>(v) evaluate formal professional presentations by evaluating the effectiveness of presentations, including self-evaluation</p>	<p>Presentations Strategies &amp; Tactics</p>
<p>(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:</p>	<p>(O) evaluate formal and informal professional presentations by participating in question-and-answer sessions following presentations, applying critical-listening strategies, and evaluating the effectiveness of presentations, including self-evaluation</p>	<p>(vi) evaluate informal professional presentations by evaluating the effectiveness of presentations, including self-evaluation</p>	<p>Presentations Strategies &amp; Tactics</p>

## Public Relations Campaigns

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(3) The student applies professional communications strategies. The student is expected to:	(H) exhibit public relations skills	(i) exhibit public relations skills	Public Relations Campaigns

## Introduction to Digital Communications

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
<p>(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:</p>	<p>(T) format digital information for appropriate and effective communication in a product by defining the purpose, identifying the intended audience, and using the principles of page design such as leading, kerning, automatic text flow into linked columns, widows, orphans, and text wrap</p>	<p>(i) format digital information for appropriate and effective communication in a product by defining the purpose</p>	<p>Introduction to Digital Communications</p>
<p>(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:</p>	<p>(T) format digital information for appropriate and effective communication in a product by defining the purpose, identifying the intended audience, and using the principles of page design such as leading, kerning, automatic text flow into linked columns, widows, orphans, and text wrap</p>	<p>(ii) format digital information for appropriate and effective communication in a product by identifying the intended audience</p>	<p>Introduction to Digital Communications</p>
<p>(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:</p>	<p>(T) format digital information for appropriate and effective communication in a product by defining the purpose, identifying the intended audience, and using the principles of page design such as leading, kerning, automatic text flow into linked columns, widows, orphans, and text wrap</p>	<p>(iii) format digital information for appropriate and effective communication in a product by using the principles of page design</p>	<p>Introduction to Digital Communications</p>

<p>(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:</p>	<p>(T) format digital information for appropriate and effective communication in a product by defining the purpose, identifying the intended audience, and using the principles of page design such as leading, kerning, automatic text flow into linked columns, widows, orphans, and text wrap</p>	<p>(i) format digital information for appropriate and effective communication in a product by defining the purpose</p>	<p>Telecommunications Basics</p>
--	--	--	----------------------------------

## Telecommunications Basics

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
<p>(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:</p>	<p>(T) format digital information for appropriate and effective communication in a product by defining the purpose, identifying the intended audience, and using the principles of page design such as leading, kerning, automatic text flow into linked columns, widows, orphans, and text wrap</p>	<p>(ii) format digital information for appropriate and effective communication in a product by identifying the intended audience</p>	<p>Telecommunications Basics</p>
<p>(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:</p>	<p>(T) format digital information for appropriate and effective communication in a product by defining the purpose, identifying the intended audience, and using the principles of page design such as leading, kerning, automatic text flow into linked columns, widows, orphans, and text wrap</p>	<p>(iii) format digital information for appropriate and effective communication in a product by using the principles of page design</p>	<p>Telecommunications Basics</p>

## Fundamentals of Audio Video Production

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(5) The student uses technology applications and processes. The student is expected to:	(A) use technology applications such as social media, email, Internet, writing and publishing, presentation, and spreadsheet or database applications for audio and video production projects	(i) use technology applications for audio production projects	Fundamentals of Audio Video Production
(5) The student uses technology applications and processes. The student is expected to:	(A) use technology applications such as social media, email, Internet, writing and publishing, presentation, and spreadsheet or database applications for audio and video production projects	(ii) use technology applications for video production projects	Fundamentals of Audio Video Production
(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:	(A) develop an understanding of the evolution of the arts, audio/video technology, and communications career field, including the history, foundation elements, principles, and communicative effects	(i) develop an understanding of the evolution of the arts, audio/video technology and communications career field, including the history	Fundamentals of Audio Video Production
(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:	(A) develop an understanding of the evolution of the arts, audio/video technology, and communications career field, including the history, foundation elements, principles, and communicative effects	(ii) develop an understanding of the evolution of the arts, audio/video technology and communications career field, including the foundation elements	Fundamentals of Audio Video Production

<p>(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:</p>	<p>(A) develop an understanding of the evolution of the arts, audio/video technology, and communications career field, including the history, foundation elements, principles, and communicative effects</p>	<p>(iii) develop an understanding of the evolution of the arts, audio/video technology and communications career field, including the principles</p>	<p>Fundamentals of Audio Video Production</p>
<p>(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:</p>	<p>(A) develop an understanding of the evolution of the arts, audio/video technology, and communications career field, including the history, foundation elements, principles, and communicative effects</p>	<p>(iv) develop an understanding of the evolution of the arts, audio/video technology and communications career field, including the communicative effects</p>	<p>Fundamentals of Audio Video Production</p>



## Introduction to Visual Arts

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:	(A) develop an understanding of the evolution of the arts, audio/video technology, and communications career field, including the history, foundation elements, principles, and communicative effects	(i) develop an understanding of the evolution of the arts, audio/video technology and communications career field, including the history	Introduction to Visual Arts
(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:	(A) develop an understanding of the evolution of the arts, audio/video technology, and communications career field, including the history, foundation elements, principles, and communicative effects	(ii) develop an understanding of the evolution of the arts, audio/video technology and communications career field, including the foundation elements	Introduction to Visual Arts
(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:	(A) develop an understanding of the evolution of the arts, audio/video technology, and communications career field, including the history, foundation elements, principles, and communicative effects	(iii) develop an understanding of the evolution of the arts, audio/video technology and communications career field, including the principles	Introduction to Visual Arts
(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:	(A) develop an understanding of the evolution of the arts, audio/video technology, and communications career field, including the history, foundation elements, principles, and communicative effects	(iv) develop an understanding of the evolution of the arts, audio/video technology and communications career field, including the communicative effects	Introduction to Visual Arts

## Skills for Real World Survival

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(B) demonstrate professional standards and personal qualities needed to be employable such as oral and written communication, leadership, teamwork, appreciation for diversity, conflict management, customer service, work ethic, and adaptability	(i) demonstrate professional standards needed to be employable	Skills for Real World Survival
(4) The student understands and examines problem-solving methods. The student is expected to:	(A) employ critical-thinking skills independently and in groups	(i) employ critical-thinking skills independently	Skills for Real World Survival
(4) The student understands and examines problem-solving methods. The student is expected to:	(A) employ critical-thinking skills independently and in groups	(ii) employ critical-thinking skills in groups	Skills for Real World Survival
(4) The student understands and examines problem-solving methods. The student is expected to:	(B) employ interpersonal skills in groups to solve problems	(i) employ interpersonal skills in groups to solve problems	Skills for Real World Survival
(8) The student identifies and develops leadership characteristics. The student is expected to:	(B) participate in student leadership and professional development activities	(i) participate in student leadership activities	Skills for Real World Survival
(10) The student applies technical skills for efficiency. The student is expected to:	(A) employ planning and time-management skills to relate to professional communications	(ii) employ time-management skills to relate to professional communications	Skills for Real World Survival
(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:	(H) identify and use appropriate strategies for communicating with a variety of audiences	(i) identify appropriate strategies for communicating with a variety of audiences	Skills for Real World Survival

<p>(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:</p>	<p>(H) identify and use appropriate strategies for communicating with a variety of audiences</p>	<p>(ii) use appropriate strategies for communicating with a variety of audiences</p>	<p>Skills for Real World Survival</p>
<p>(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:</p>	<p>(Q) use a variety of strategies to acquire information from electronic resources</p>	<p>(i) use a variety of strategies to acquire information from electronic resources</p>	<p>Skills for Real World Survival</p>
<p>(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:</p>	<p>(S) use research skills and electronic communications</p>	<p>(i) use research skills</p>	<p>Skills for Real World Survival</p>

## English Applications

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(2) The student applies English language arts in professional communications projects. The student is expected to:	(A) demonstrate use of content, technical concepts, and vocabulary	(i) demonstrate use of content	English Applications
(2) The student applies English language arts in professional communications projects. The student is expected to:	(A) demonstrate use of content, technical concepts, and vocabulary	(ii) demonstrate use of technical concepts	English Applications
(2) The student applies English language arts in professional communications projects. The student is expected to:	(A) demonstrate use of content, technical concepts, and vocabulary	(iii) demonstrate use of vocabulary	English Applications
(2) The student applies English language arts in professional communications projects. The student is expected to:	(B) use correct grammar, punctuation, and terminology to write and edit documents	(i) use correct grammar to write documents	English Applications
(2) The student applies English language arts in professional communications projects. The student is expected to:	(B) use correct grammar, punctuation, and terminology to write and edit documents	(ii) use correct grammar to edit documents	English Applications
(2) The student applies English language arts in professional communications projects. The student is expected to:	(B) use correct grammar, punctuation, and terminology to write and edit documents	(iii) use correct punctuation to write documents	English Applications
(2) The student applies English language arts in professional communications projects. The student is expected to:	(B) use correct grammar, punctuation, and terminology to write and edit documents	(iv) use correct punctuation to edit documents	English Applications
(2) The student applies English language arts in professional communications projects. The student is expected to:	(B) use correct grammar, punctuation, and terminology to write and edit documents	(v) use correct terminology to write documents	English Applications
(2) The student applies English language arts in professional communications projects. The student is expected to:	(B) use correct grammar, punctuation, and terminology to write and edit documents	(vi) use correct terminology to edit documents	English Applications

## Management of Energy, Money & Tasks

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(10) The student applies technical skills for efficiency. The student is expected to:	(A) employ planning and time-management skills to relate to professional communications	(ii) employ time-management skills to relate to professional communications	Management of Energy, Money & Tasks

## Decision Making

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(4) The student understands and examines problem-solving methods. The student is expected to:	(A) employ critical-thinking skills independently and in groups	(i) employ critical-thinking skills independently	Decision Making

## Emily Post, Who?

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:	(F) use appropriate interpersonal communication strategies in professional contexts, including using different types of professional communication and communication management skills and observing professional etiquette	(iii) use appropriate interpersonal communication strategies in professional contexts, including observing professional etiquette	Emily Post, Who?

## Employability Skills

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(B) demonstrate professional standards and personal qualities needed to be employable such as oral and written communication, leadership, teamwork, appreciation for diversity, conflict management, customer service, work ethic, and adaptability	(i) demonstrate professional standards needed to be employable	Employability Skills
(4) The student understands and examines problem-solving methods. The student is expected to:	(A) employ critical-thinking skills independently and in groups	(ii) employ critical-thinking skills in groups	Employability Skills
(4) The student understands and examines problem-solving methods. The student is expected to:	(B) employ interpersonal skills in groups to solve problems	(i) employ interpersonal skills in groups to solve problems	Employability Skills
(8) The student identifies and develops leadership characteristics. The student is expected to:	(A) identify leadership characteristics	(i) identify leadership characteristics	Employability Skills
(8) The student identifies and develops leadership characteristics. The student is expected to:	(B) participate in student leadership and professional development activities	(i) participate in student leadership activities	Employability Skills
(8) The student identifies and develops leadership characteristics. The student is expected to:	(B) participate in student leadership and professional development activities	(ii) participate in professional development activities	Employability Skills
(10) The student applies technical skills for efficiency. The student is expected to:	(A) employ planning and time-management skills to relate to professional communications	(ii) employ time-management skills to relate to professional communications	Employability Skills
(10) The student applies technical skills for efficiency. The student is expected to:	(B) use technology to enhance productivity	(i) use technology to enhance productivity	Employability Skills



<p>(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:</p>	<p>(D) identify and analyze ethical and social responsibilities of communicators</p>	<p>(i) identify ethical responsibilities of communicators</p>	<p>Employability Skills</p>
<p>(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:</p>	<p>(D) identify and analyze ethical and social responsibilities of communicators</p>	<p>(ii) analyze ethical responsibilities of communicators</p>	<p>Employability Skills</p>
<p>(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:</p>	<p>(D) identify and analyze ethical and social responsibilities of communicators</p>	<p>(iii) identify social responsibilities of communicators</p>	<p>Employability Skills</p>
<p>(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:</p>	<p>(D) identify and analyze ethical and social responsibilities of communicators</p>	<p>(iv) analyze social responsibilities of communicators</p>	<p>Employability Skills</p>

<p>(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:</p>	<p>(O) evaluate formal and informal professional presentations by participating in question-and-answer sessions following presentations, applying critical-listening strategies, and evaluating the effectiveness of presentations, including self-evaluation</p>	<p>(v) evaluate formal professional presentations by evaluating the effectiveness of presentations, including self-evaluation</p>	<p>Employability Skills</p>
<p>(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:</p>	<p>(O) evaluate formal and informal professional presentations by participating in question-and-answer sessions following presentations, applying critical-listening strategies, and evaluating the effectiveness of presentations, including self-evaluation</p>	<p>(vi) evaluate informal professional presentations by evaluating the effectiveness of presentations, including self-evaluation</p>	<p>Employability Skills</p>

## Societal Impacts on Careers

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(E) demonstrate skills in evaluating and comparing employment opportunities	(i) demonstrate skills in evaluating employment opportunities	Societal Impacts on Careers
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(E) demonstrate skills in evaluating and comparing employment opportunities	(ii) demonstrate skills in comparing employment opportunities	Societal Impacts on Careers
(6) The student understands communications systems. The student is expected to:	(B) analyze and summarize the history and evolution of the various related fields of study	(i) analyze the history of the various related fields of study	Societal Impacts on Careers
(6) The student understands communications systems. The student is expected to:	(B) analyze and summarize the history and evolution of the various related fields of study	(ii) summarize the history of the various related fields of study	Societal Impacts on Careers
(6) The student understands communications systems. The student is expected to:	(B) analyze and summarize the history and evolution of the various related fields of study	(iii) analyze the evolution of the various related fields of study	Societal Impacts on Careers
(6) The student understands communications systems. The student is expected to:	(B) analyze and summarize the history and evolution of the various related fields of study	(iv) summarize the evolution of the various related fields of study	Societal Impacts on Careers

## Exploring Careers: Arts, A/V Technology & Communications

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:	(A) develop an understanding of the evolution of the arts, audio/video technology, and communications career field, including the history, foundation elements, principles, and communicative effects	(i) develop an understanding of the evolution of the arts, audio/video technology and communications career field, including the history	Exploring Careers: Arts, A/V Technology & Communications
(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:	(A) develop an understanding of the evolution of the arts, audio/video technology, and communications career field, including the history, foundation elements, principles, and communicative effects	(ii) develop an understanding of the evolution of the arts, audio/video technology and communications career field, including the foundation elements	Exploring Careers: Arts, A/V Technology & Communications
(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:	(A) develop an understanding of the evolution of the arts, audio/video technology, and communications career field, including the history, foundation elements, principles, and communicative effects	(iii) develop an understanding of the evolution of the arts, audio/video technology and communications career field, including the principles	Exploring Careers: Arts, A/V Technology & Communications
(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:	(A) develop an understanding of the evolution of the arts, audio/video technology, and communications career field, including the history, foundation elements, principles, and communicative effects	(iv) develop an understanding of the evolution of the arts, audio/video technology and communications career field, including the communicative effects	Exploring Careers: Arts, A/V Technology & Communications

## Jobs, Careers & Education

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(A) explore opportunities in training, education, and certifications for employment	(i) explore opportunities in training for employment	Jobs, Careers & Education
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(A) explore opportunities in training, education, and certifications for employment	(ii) explore opportunities in education for employment	Jobs, Careers & Education
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(A) explore opportunities in training, education, and certifications for employment	(iii) explore opportunities in certifications for employment	Jobs, Careers & Education

## Formulas for Career Success: Career Testing & Investigation

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(E) demonstrate skills in evaluating and comparing employment opportunities	(i) demonstrate skills in evaluating employment opportunities	Formulas for Career Success: Career Testing & Investigation
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(E) demonstrate skills in evaluating and comparing employment opportunities	(ii) demonstrate skills in comparing employment opportunities	Formulas for Career Success: Career Testing & Investigation

## Formulas for Career Success: Higher Learning

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(A) explore opportunities in training, education, and certifications for employment	(ii) explore opportunities in education for employment	Formulas for Career Success: Higher Learning

## Formulas for Career Success: Job Search

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(B) demonstrate professional standards and personal qualities needed to be employable such as oral and written communication, leadership, teamwork, appreciation for diversity, conflict management, customer service, work ethic, and adaptability	(ii) demonstrate personal qualities needed to be employable	Formulas for Career Success: Job Search
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(E) demonstrate skills in evaluating and comparing employment opportunities	(i) demonstrate skills in evaluating employment opportunities	Formulas for Career Success: Job Search
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(E) demonstrate skills in evaluating and comparing employment opportunities	(ii) demonstrate skills in comparing employment opportunities	Formulas for Career Success: Job Search



## Formulas for Career Success: Job Applications

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
<p>(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:</p>	<p>(B) demonstrate professional standards and personal qualities needed to be employable such as oral and written communication, leadership, teamwork, appreciation for diversity, conflict management, customer service, work ethic, and adaptability</p>	<p>(ii) demonstrate personal qualities needed to be employable</p>	<p>Formulas for Career Success: Job Applications</p>

## Cover Letters & Résumés

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(C) demonstrate skills related to seeking and applying for employment	(i) demonstrate skills related to seeking and applying for employment	Cover Letters & Résumés

## Formulas for Career Success: Cover Letters

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(D) create a resume and cover letter/letter of interest to document work experiences, licenses, certifications, and work samples	(v) create a cover letter/letter of interest	Formulas for Career Success: Cover Letters

## Formulas for Career Success: Résumés

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(C) demonstrate skills related to seeking and applying for employment	(i) demonstrate skills related to seeking and applying for employment	Formulas for Career Success: Résumés
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(D) create a resume and cover letter/letter of interest to document work experiences, licenses, certifications, and work samples	(i) create a resume to document work experiences	Formulas for Career Success: Résumés
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(D) create a resume and cover letter/letter of interest to document work experiences, licenses, certifications, and work samples	(ii) create a resume to document licenses	Formulas for Career Success: Résumés
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(D) create a resume and cover letter/letter of interest to document work experiences, licenses, certifications, and work samples	(iii) create a resume to document certifications	Formulas for Career Success: Résumés
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(D) create a resume and cover letter/letter of interest to document work experiences, licenses, certifications, and work samples	(iv) create a resume to document work samples	Formulas for Career Success: Résumés

## Evaluating Applications & Résumés

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:	(G) demonstrate knowledge of the interview process, including effective communication as interviewee and interviewer, and federal employment laws regarding interviews	(iii) demonstrate knowledge of the interview process, including federal employment laws regarding interviews	Evaluating Applications & Résumés

## Formulas for Career Success: Portfolio Development

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(B) demonstrate professional standards and personal qualities needed to be employable such as oral and written communication, leadership, teamwork, appreciation for diversity, conflict management, customer service, work ethic, and adaptability	(ii) demonstrate personal qualities needed to be employable	Formulas for Career Success: Portfolio Development

## Formulas for Career Success: Interview Preparation

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(B) demonstrate professional standards and personal qualities needed to be employable such as oral and written communication, leadership, teamwork, appreciation for diversity, conflict management, customer service, work ethic, and adaptability	(ii) demonstrate personal qualities needed to be employable	Formulas for Career Success: Interview Preparation

## Formulas for Career Success: The Interview Process

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:	(G) demonstrate knowledge of the interview process, including effective communication as interviewee and interviewer, and federal employment laws regarding interviews	(i) demonstrate knowledge of the interview process, including effective communication as [an] interviewee	Formulas for Career Success: The Interview Process
(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:	(G) demonstrate knowledge of the interview process, including effective communication as interviewee and interviewer, and federal employment laws regarding interviews	(ii) demonstrate knowledge of the interview process, including effective communication as [an] interviewer	Formulas for Career Success: The Interview Process
(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:	(G) demonstrate knowledge of the interview process, including effective communication as interviewee and interviewer, and federal employment laws regarding interviews	(iii) demonstrate knowledge of the interview process, including federal employment laws regarding interviews	Formulas for Career Success: The Interview Process



**Correlations to the Texas Essential Knowledge and Skills (TEKS): Student/Teacher Material**

<b>Subject</b>	<b>Chapter 130. Texas Essential Knowledge and Skills for Career &amp; Technical Education</b>
<b>Subchapter</b>	<b>Subchapter C. Arts, A/V Technology, and Communications</b>
<b>Course</b>	<b>§130.110. Professional Communications (One-Half Credit), Adopted 2015.</b>
<b>Publisher</b>	<b>CEV Multimedia, Ltd.</b>
<b>Program Title</b>	<b>iCEV Family &amp; Consumer Sciences Site</b>
<b>Program ISBN</b>	<b>9781614592228</b>
<b>TEKS Coverage (%)</b>	<b>100.00%</b>

**(a) General requirements.** This course is recommended for students in Grades 9-12. This course may be used to satisfy a speech credit or skills requirement outlined in Chapter 74 of this title (relating to Curriculum Requirements). Students shall be awarded one-half credit for successful completion of this course.

**(b) Introduction.**

- (1) Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.
- (2) The Arts, Audio/Video Technology, and Communications Career Cluster focuses on careers in designing, producing, exhibiting, performing, writing, and publishing multimedia content, including visual and performing arts and design, journalism, and entertainment services.
- (3) Professional Communications blends written, oral, and graphic communication in a career-based environment. Careers in the global economy require individuals to be creative and have a strong background in computer and technology applications, a strong and solid academic foundation, and a proficiency in professional oral and written communication. Within this context, students will be expected to develop and expand the ability to write, read, edit, speak, listen, apply software applications, manipulate computer graphics, and conduct Internet research.
- (4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.
- (5) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

**(c) Knowledge and Skills.**

<b>Knowledge and Skills Statement</b>	<b>Student Expectation</b>	<b>Breakout</b>	<b>Lesson</b>	<b>Activity, Project, Handout, etc.</b>
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(A) explore opportunities in training, education, and certifications for employment	(i) explore opportunities in training for employment	Jobs, Careers & Education	Project - Career Exploration Interview; Project - Career Plan Timeline
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(A) explore opportunities in training, education, and certifications for employment	(ii) explore opportunities in education for employment	Jobs, Careers & Education	Project - Career Exploration Interview; Project - Career Plan Timeline
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(A) explore opportunities in training, education, and certifications for employment	(ii) explore opportunities in education for employment	Formulas for Career Success: Higher Learning	Activity - Opportunities to Earn Credit; Activity - What I Need to Know; Project - Preparatory Journal
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(A) explore opportunities in training, education, and certifications for employment	(iii) explore opportunities in certifications for employment	Jobs, Careers & Education	Project - Career Exploration Interview; Project - Career Plan Timeline
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(B) demonstrate professional standards and personal qualities needed to be employable such as oral and written communication, leadership, teamwork, appreciation for diversity, conflict management, customer service, work ethic, and adaptability	(i) demonstrate professional standards needed to be employable	Employability Skills	Activity - Skills Flashcards; Project - Interview; Project - Personal Skills

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson	Activity, Project, Handout, etc.
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(B) demonstrate professional standards and personal qualities needed to be employable such as oral and written communication, leadership, teamwork, appreciation for diversity, conflict management, customer service, work ethic, and adaptability	(i) demonstrate professional standards needed to be employable	Skills for Real World Survival	
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(B) demonstrate professional standards and personal qualities needed to be employable such as oral and written communication, leadership, teamwork, appreciation for diversity, conflict management, customer service, work ethic, and adaptability	(i) demonstrate professional standards needed to be employable	Steps to Superior Customer Service	
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(B) demonstrate professional standards and personal qualities needed to be employable such as oral and written communication, leadership, teamwork, appreciation for diversity, conflict management, customer service, work ethic, and adaptability	(ii) demonstrate personal qualities needed to be employable	Formulas for Career Success: Interview Preparation	Project - Common Interview Questions
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(B) demonstrate professional standards and personal qualities needed to be employable such as oral and written communication, leadership, teamwork, appreciation for diversity, conflict management, customer service, work ethic, and adaptability	(ii) demonstrate personal qualities needed to be employable	Formulas for Career Success: Job Applications	Project - Filling out an Application
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(B) demonstrate professional standards and personal qualities needed to be employable such as oral and written communication, leadership, teamwork, appreciation for diversity, conflict management, customer service, work ethic, and adaptability	(ii) demonstrate personal qualities needed to be employable	Formulas for Career Success: Job Search	Activity - Job Hunt

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson	Activity, Project, Handout, etc.
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(B) demonstrate professional standards and personal qualities needed to be employable such as oral and written communication, leadership, teamwork, appreciation for diversity, conflict management, customer service, work ethic, and adaptability	(ii) demonstrate personal qualities needed to be employable	Formulas for Career Success: Portfolio Development	Project - Portfolio Development; Steps to Superior Customer Service
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(C) demonstrate skills related to seeking and applying for employment	(i) demonstrate skills related to seeking and applying for employment	Cover Letters & Resumes	
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(C) demonstrate skills related to seeking and applying for employment	(i) demonstrate skills related to seeking and applying for employment	Formulas for Career Success: Resumes	Project - Resume Development
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(D) create a resume and cover letter/letter of interest to document work experiences, licenses, certifications, and work samples	(i) create a resume to document work experiences	Formulas for Career Success: Resumes	Project - Resume Development
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(D) create a resume and cover letter/letter of interest to document work experiences, licenses, certifications, and work samples	(ii) create a resume to document licenses	Formulas for Career Success: Resumes	Project - Resume Development
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(D) create a resume and cover letter/letter of interest to document work experiences, licenses, certifications, and work samples	(iii) create a resume to document certifications	Formulas for Career Success: Resumes	Project - Resume Development
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(D) create a resume and cover letter/letter of interest to document work experiences, licenses, certifications, and work samples	(iv) create a resume to document work samples	Formulas for Career Success: Resumes	Project - Resume Development
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(D) create a resume and cover letter/letter of interest to document work experiences, licenses, certifications, and work samples	(v) create a cover letter/letter of interest	Formulas for Career Success: Cover Letters	Project - Cover Letter

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson	Activity, Project, Handout, etc.
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(E) demonstrate skills in evaluating and comparing employment opportunities	(i) demonstrate skills in evaluating employment opportunities	Societal Impacts on Careers	Activity - Job Profile; Project - Career Blueprint
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(E) demonstrate skills in evaluating and comparing employment opportunities	(i) demonstrate skills in evaluating employment opportunities	Formulas for Career Success: Job Search	Project - How Did You Get Your Job
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(E) demonstrate skills in evaluating and comparing employment opportunities	(i) demonstrate skills in evaluating employment opportunities	Formulas for Career Success: Career Testing & Investigation	Activity - Factors of Career Choices; Activity - What I Want in a Career; Project - Career Investigation
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(E) demonstrate skills in evaluating and comparing employment opportunities	(ii) demonstrate skills in comparing employment opportunities	Societal Impacts on Careers	Activity - Job Profile; Project - Career Blueprint
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(E) demonstrate skills in evaluating and comparing employment opportunities	(ii) demonstrate skills in comparing employment opportunities	Formulas for Career Success: Job Search	Project - How Did You Get Your Job
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(E) demonstrate skills in evaluating and comparing employment opportunities	(ii) demonstrate skills in comparing employment opportunities	Formulas for Career Success: Career Testing & Investigation	Activity - Factors of Career Choices; Activity - What I Want in a Career; Project - Career Investigation
(2) The student applies English language arts in professional communications projects. The student is expected to:	(A) demonstrate use of content, technical concepts, and vocabulary	(i) demonstrate use of content	Written Communication Practices	Activity - Blog; Project - Editors Marks; Project - Frontloading; Project - Informative Pamphlet
(2) The student applies English language arts in professional communications projects. The student is expected to:	(A) demonstrate use of content, technical concepts, and vocabulary	(i) demonstrate use of content	English Applications	
(2) The student applies English language arts in professional communications projects. The student is expected to:	(A) demonstrate use of content, technical concepts, and vocabulary	(ii) demonstrate use of technical concepts	Written Communication Practices	Activity - Blog; Project - Editors Marks; Project - Frontloading; Project - Informative Pamphlet
(2) The student applies English language arts in professional communications projects. The student is expected to:	(A) demonstrate use of content, technical concepts, and vocabulary	(ii) demonstrate use of technical concepts	English Applications	
(2) The student applies English language arts in professional communications projects. The student is expected to:	(A) demonstrate use of content, technical concepts, and vocabulary	(iii) demonstrate use of vocabulary	Written Communication Practices	Activity - Blog; Project - Editors Marks; Project - Frontloading; Project - Informative Pamphlet

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson	Activity, Project, Handout, etc.
(2) The student applies English language arts in professional communications projects. The student is expected to:	(A) demonstrate use of content, technical concepts, and vocabulary	(iii) demonstrate use of vocabulary	English Applications	
(2) The student applies English language arts in professional communications projects. The student is expected to:	(B) use correct grammar, punctuation, and terminology to write and edit documents	(i) use correct grammar to write documents	Written Communication Practices	Activity - Blog; Project - Editors Marks; Project - Frontloading; Project - Informative Pamphlet
(2) The student applies English language arts in professional communications projects. The student is expected to:	(B) use correct grammar, punctuation, and terminology to write and edit documents	(i) use correct grammar to write documents	English Applications	
(2) The student applies English language arts in professional communications projects. The student is expected to:	(B) use correct grammar, punctuation, and terminology to write and edit documents	(ii) use correct grammar to edit documents	Written Communication Practices	Activity - Blog; Project - Editors Marks; Project - Frontloading; Project - Informative Pamphlet
(2) The student applies English language arts in professional communications projects. The student is expected to:	(B) use correct grammar, punctuation, and terminology to write and edit documents	(ii) use correct grammar to edit documents	English Applications	
(2) The student applies English language arts in professional communications projects. The student is expected to:	(B) use correct grammar, punctuation, and terminology to write and edit documents	(iii) use correct punctuation to write documents	Written Communication Practices	Activity - Blog; Project - Editors Marks; Project - Frontloading; Project - Informative Pamphlet
(2) The student applies English language arts in professional communications projects. The student is expected to:	(B) use correct grammar, punctuation, and terminology to write and edit documents	(iii) use correct punctuation to write documents	English Applications	
(2) The student applies English language arts in professional communications projects. The student is expected to:	(B) use correct grammar, punctuation, and terminology to write and edit documents	(iv) use correct punctuation to edit documents	Written Communication Practices	Activity - Blog; Project - Editors Marks; Project - Frontloading; Project - Informative Pamphlet
(2) The student applies English language arts in professional communications projects. The student is expected to:	(B) use correct grammar, punctuation, and terminology to write and edit documents	(iv) use correct punctuation to edit documents	English Applications	
(2) The student applies English language arts in professional communications projects. The student is expected to:	(B) use correct grammar, punctuation, and terminology to write and edit documents	(v) use correct terminology to write documents	Written Communication Practices	Activity - Blog; Project - Editors Marks; Project - Frontloading; Project - Informative Pamphlet
(2) The student applies English language arts in professional communications projects. The student is expected to:	(B) use correct grammar, punctuation, and terminology to write and edit documents	(v) use correct terminology to write documents	English Applications	
(2) The student applies English language arts in professional communications projects. The student is expected to:	(B) use correct grammar, punctuation, and terminology to write and edit documents	(vi) use correct terminology to edit documents	Written Communication Practices	Activity - Blog; Project - Editors Marks; Project - Frontloading; Project - Informative Pamphlet
(2) The student applies English language arts in professional communications projects. The student is expected to:	(B) use correct grammar, punctuation, and terminology to write and edit documents	(vi) use correct terminology to edit documents	English Applications	
(2) The student applies English language arts in professional communications projects. The student is expected to:	(C) identify assumptions, purpose, outcomes, solutions, and propaganda techniques	(i) identify assumptions	Communication Styles	Activity - Glittering Generalities

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson	Activity, Project, Handout, etc.
(2) The student applies English language arts in professional communications projects. The student is expected to:	(C) identify assumptions, purpose, outcomes, solutions, and propaganda techniques	(ii) identify purpose	Communication Styles	Activity - Glittering Generalities
(2) The student applies English language arts in professional communications projects. The student is expected to:	(C) identify assumptions, purpose, outcomes, solutions, and propaganda techniques	(iii) identify outcomes	Communication Styles	Activity - Glittering Generalities
(2) The student applies English language arts in professional communications projects. The student is expected to:	(C) identify assumptions, purpose, outcomes, solutions, and propaganda techniques	(iv) identify solutions	Communication Styles	Activity - Glittering Generalities
(2) The student applies English language arts in professional communications projects. The student is expected to:	(C) identify assumptions, purpose, outcomes, solutions, and propaganda techniques	(v) identify propaganda techniques	Communication Styles	Project - Billboard Design; Activity - Glittering Generalities
(2) The student applies English language arts in professional communications projects. The student is expected to:	(D) compose and edit copy for a variety of written documents	(i) compose copy for a variety of written documents	Introduction to Professional Communication	Activity - Script; Project - Memo
(2) The student applies English language arts in professional communications projects. The student is expected to:	(D) compose and edit copy for a variety of written documents	(i) compose copy for a variety of written documents	Written Communication Practices	Activity - Blog; Project - Informative Pamphlet
(2) The student applies English language arts in professional communications projects. The student is expected to:	(D) compose and edit copy for a variety of written documents	(i) compose copy for a variety of written documents	Business Letters & Memos	
(2) The student applies English language arts in professional communications projects. The student is expected to:	(D) compose and edit copy for a variety of written documents	(ii) edit copy for a variety of written documents	Written Communication Practices	Activity - Blog; Project - Editor's Marks Activity - Letter; Activity - Letter Answer Key
(2) The student applies English language arts in professional communications projects. The student is expected to:	(D) compose and edit copy for a variety of written documents	(ii) edit copy for a variety of written documents	Business Letters & Memos	
(2) The student applies English language arts in professional communications projects. The student is expected to:	(E) evaluate oral and written information	(i) evaluate oral information	Introduction to Professional Communication	
(2) The student applies English language arts in professional communications projects. The student is expected to:	(E) evaluate oral and written information	(i) evaluate oral information	Listening 101	Activity - Bus Driver Listening Teacher Instruction Sheet; Project - Newsletter
(2) The student applies English language arts in professional communications projects. The student is expected to:	(E) evaluate oral and written information	(ii) evaluate written information	Introduction to Professional Communication	Project - Memo
(2) The student applies English language arts in professional communications projects. The student is expected to:	(E) evaluate oral and written information	(ii) evaluate written information	Written Communication Practices	Activity - Blog; Project - Editor's Marks; Activity - Letter; Activity - Letter Answer Key
(2) The student applies English language arts in professional communications projects. The student is expected to:	(F) research topics for the preparation of oral and written communications	(i) research topics for the preparation of oral communications	Communication Styles	Activity - Find It; Project - Proximity

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson	Activity, Project, Handout, etc.
(2) The student applies English language arts in professional communications projects. The student is expected to:	(F) research topics for the preparation of oral and written communications	(i) research topics for the preparation of oral communications	Presentation Strategies & Tactics	
(2) The student applies English language arts in professional communications projects. The student is expected to:	(F) research topics for the preparation of oral and written communications	(ii) research topics for the preparation of written communications	Communication Styles	Activity - Find It
(2) The student applies English language arts in professional communications projects. The student is expected to:	(F) research topics for the preparation of oral and written communications	(ii) research topics for the preparation of written communications	Written Communication Practices	
(2) The student applies English language arts in professional communications projects. The student is expected to:	(F) research topics for the preparation of oral and written communications	(ii) research topics for the preparation of written communications	Introduction to Professional Communication	Project - Memo
(3) The student applies professional communications strategies. The student is expected to:	(A) adapt language for audience, purpose, situation, and intent	(i) adapt language for audience	Communication Styles	Activity - Find It
(3) The student applies professional communications strategies. The student is expected to:	(A) adapt language for audience, purpose, situation, and intent	(i) adapt language for audience	Introduction to Professional Communication	Project - Memo
(3) The student applies professional communications strategies. The student is expected to:	(A) adapt language for audience, purpose, situation, and intent	(i) adapt language for audience	Public Speaking Basics	Activity - Audience Mix Up Teacher Instruction Sheet
(3) The student applies professional communications strategies. The student is expected to:	(A) adapt language for audience, purpose, situation, and intent	(ii) adapt language for purpose	Communication Styles	Activity - Find It; Activity - Paraphrase Teacher Instruction Sheet
(3) The student applies professional communications strategies. The student is expected to:	(A) adapt language for audience, purpose, situation, and intent	(ii) adapt language for purpose	Introduction to Professional Communication	Project - Memo; Activity - Script
(3) The student applies professional communications strategies. The student is expected to:	(A) adapt language for audience, purpose, situation, and intent	(ii) adapt language for purpose	Public Speaking Basics	Activity - Audience Mix Up Teacher Instruction Sheet
(3) The student applies professional communications strategies. The student is expected to:	(A) adapt language for audience, purpose, situation, and intent	(ii) adapt language for purpose	Extemporaneous Speaking	
(3) The student applies professional communications strategies. The student is expected to:	(A) adapt language for audience, purpose, situation, and intent	(iii) adapt language for situation	Communication Styles	Activity - Find It; Activity - Paraphrase Teacher Instruction Sheet
(3) The student applies professional communications strategies. The student is expected to:	(A) adapt language for audience, purpose, situation, and intent	(iii) adapt language for situation	Introduction to Professional Communication	Project - Memo; Activity - Script
(3) The student applies professional communications strategies. The student is expected to:	(A) adapt language for audience, purpose, situation, and intent	(iii) adapt language for situation	Public Speaking Basics	Activity - Audience Mix Up Teacher Instruction Sheet

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson	Activity, Project, Handout, etc.
(3) The student applies professional communications strategies. The student is expected to:	(A) adapt language for audience, purpose, situation, and intent	(iv) adapt language for intent	Communication Styles	Activity - Paraphrase Teacher Instruction Sheet
(3) The student applies professional communications strategies. The student is expected to:	(A) adapt language for audience, purpose, situation, and intent	(iv) adapt language for intent	Introduction to Professional Communication	Activity - Script
(3) The student applies professional communications strategies. The student is expected to:	(A) adapt language for audience, purpose, situation, and intent	(iv) adapt language for intent	Public Speaking Basics	Activity - Audience Mix Up Teacher Instruction Sheet; Project - City Council; Project - City Council Teacher Instruction Sheet.
(3) The student applies professional communications strategies. The student is expected to:	(B) organize oral and written information	(i) organize oral information	Introduction to Professional Communication	Activity - Script
(3) The student applies professional communications strategies. The student is expected to:	(B) organize oral and written information	(i) organize oral information	Communication Styles	
(3) The student applies professional communications strategies. The student is expected to:	(B) organize oral and written information	(ii) organize written information	Written Communication Practices	Activity - Blog
(3) The student applies professional communications strategies. The student is expected to:	(B) organize oral and written information	(ii) organize written information	Introduction to Professional Communication	Activity - Script; Project - Communication & Careers; Project - Memo
(3) The student applies professional communications strategies. The student is expected to:	(C) interpret and communicate information, data, and observations	(i) interpret information	Introduction to Professional Communication	
(3) The student applies professional communications strategies. The student is expected to:	(C) interpret and communicate information, data, and observations	(i) interpret information	Communication Styles	Activity - Paraphrase Teacher Instruction Sheet
(3) The student applies professional communications strategies. The student is expected to:	(C) interpret and communicate information, data, and observations	(ii) communicate information	Introduction to Professional Communication	Activity - Script
(3) The student applies professional communications strategies. The student is expected to:	(C) interpret and communicate information, data, and observations	(ii) communicate information	Communication Styles	Activity - Find It; Activity - Paraphrase Teacher Instruction Sheet
(3) The student applies professional communications strategies. The student is expected to:	(C) interpret and communicate information, data, and observations	(iii) interpret data	Statistics & Projections	Activity - Calculating Statistics; Activity - Calculating Statistics Answer Key; Project - Statistics & Projections
(3) The student applies professional communications strategies. The student is expected to:	(C) interpret and communicate information, data, and observations	(iv) communicate data	Statistics & Projections	Project - Statistics & Projections
(3) The student applies professional communications strategies. The student is expected to:	(C) interpret and communicate information, data, and observations	(v) interpret observations	Introduction to Professional Communication	Activity - Script



Knowledge and Skills Statement	Student Expectation	Breakout	Lesson	Activity, Project, Handout, etc.
(3) The student applies professional communications strategies. The student is expected to:	(C) interpret and communicate information, data, and observations	(v) interpret observations	Communication Styles	
(3) The student applies professional communications strategies. The student is expected to:	(C) interpret and communicate information, data, and observations	(v) interpret observations	Public Speaking Basics	Project - Speech Evaluation
(3) The student applies professional communications strategies. The student is expected to:	(C) interpret and communicate information, data, and observations	(vi) communicate observations	Introduction to Professional Communication	Activity - Script
(3) The student applies professional communications strategies. The student is expected to:	(C) interpret and communicate information, data, and observations	(vi) communicate observations	Communication Styles	
(3) The student applies professional communications strategies. The student is expected to:	(C) interpret and communicate information, data, and observations	(vi) communicate observations	Public Speaking Basics	Project - Speech Evaluation
(3) The student applies professional communications strategies. The student is expected to:	(D) deliver formal and informal presentations	(i) deliver formal presentations	Introduction to Professional Communication	
(3) The student applies professional communications strategies. The student is expected to:	(D) deliver formal and informal presentations	(i) deliver formal presentations	Presentation Strategies & Tactics	
(3) The student applies professional communications strategies. The student is expected to:	(D) deliver formal and informal presentations	(i) deliver formal presentations	Public Speaking Basics	Project - City Council; Project - City Council Teacher Instruction Sheet
(3) The student applies professional communications strategies. The student is expected to:	(D) deliver formal and informal presentations	(ii) deliver informal presentations	Introduction to Professional Communication	Project - Best in Class
(3) The student applies professional communications strategies. The student is expected to:	(D) deliver formal and informal presentations	(ii) deliver informal presentations	Presentation Strategies & Tactics	Project - Career Opportunities Speech; Project - Children's Speech; Project - Presentation Tips
(3) The student applies professional communications strategies. The student is expected to:	(D) deliver formal and informal presentations	(ii) deliver informal presentations	Public Speaking Basics	
(3) The student applies professional communications strategies. The student is expected to:	(D) deliver formal and informal presentations	(ii) deliver informal presentations	Communication Styles	
(3) The student applies professional communications strategies. The student is expected to:	(E) apply active listening skills	(i) apply active listening skills	Communication Styles	Activity - Paraphrase Teacher Instruction Sheet
(3) The student applies professional communications strategies. The student is expected to:	(E) apply active listening skills	(i) apply active listening skills	Listening 101	Activity - Bus Driver Listening Teacher Instruction Sheet; Activity - Draw What You Hear Teacher Instruction Sheet; Project - Newsletter

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson	Activity, Project, Handout, etc.
(3) The student applies professional communications strategies. The student is expected to:	(F) develop and interpret tables, charts, and figures	(i) develop tables	Mathematics in the Workplace	Project - Data Analysis
(3) The student applies professional communications strategies. The student is expected to:	(F) develop and interpret tables, charts, and figures	(ii) interpret tables	Mathematics in the Workplace	Project - Data Analysis
(3) The student applies professional communications strategies. The student is expected to:	(F) develop and interpret tables, charts, and figures	(iii) develop charts	Mathematics in the Workplace	Project - Data Analysis
(3) The student applies professional communications strategies. The student is expected to:	(F) develop and interpret tables, charts, and figures	(iv) interpret charts	Mathematics in the Workplace	Project - Data Analysis
(3) The student applies professional communications strategies. The student is expected to:	(F) develop and interpret tables, charts, and figures	(v) develop figures	Mathematics in the Workplace	Project - Data Analysis
(3) The student applies professional communications strategies. The student is expected to:	(F) develop and interpret tables, charts, and figures	(vi) interpret figures	Mathematics in the Workplace	Project - Data Analysis
(3) The student applies professional communications strategies. The student is expected to:	(G) listen to and speak with diverse individuals	(i) listen to diverse individuals	Managing Diversity	Activity - Group Diversity; Project - Unfamiliar Places
(3) The student applies professional communications strategies. The student is expected to:	(G) listen to and speak with diverse individuals	(ii) speak with diverse individuals	Managing Diversity	Activity - Group Diversity; Project - Unfamiliar Places
(3) The student applies professional communications strategies. The student is expected to:	(H) exhibit public relations skills	(i) exhibit public relations skills	Public Relations Campaigns	Project - Planning a Campaign; Project - Communication Tactics
(4) The student understands and examines problem-solving methods. The student is expected to:	(A) employ critical-thinking skills independently and in groups	(i) employ critical-thinking skills independently	Skills for Real World Survival	Project - Managing Conflict in a Professional Setting
(4) The student understands and examines problem-solving methods. The student is expected to:	(A) employ critical-thinking skills independently and in groups	(i) employ critical-thinking skills independently	Decision Making	Activity - Pet Purchase; Project - Decisions Made; Project - Future Decisions
(4) The student understands and examines problem-solving methods. The student is expected to:	(A) employ critical-thinking skills independently and in groups	(ii) employ critical-thinking skills in groups	Employability Skills	Activity - Knots
(4) The student understands and examines problem-solving methods. The student is expected to:	(A) employ critical-thinking skills independently and in groups	(ii) employ critical-thinking skills in groups	Teamwork & Collaboration	Project - Work-Related Problem Solving
(4) The student understands and examines problem-solving methods. The student is expected to:	(A) employ critical-thinking skills independently and in groups	(ii) employ critical-thinking skills in groups	Skills for Real World Survival	Activity - Team Building Exercise: Fill the Glass; Activity - Team Building Exercise: Fill the Glass Teacher Instruction Sheet

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson	Activity, Project, Handout, etc.
(4) The student understands and examines problem-solving methods. The student is expected to:	(B) employ interpersonal skills in groups to solve problems	(i) employ interpersonal skills in groups to solve problems	Employability Skills	Activity - Knots
(4) The student understands and examines problem-solving methods. The student is expected to:	(B) employ interpersonal skills in groups to solve problems	(i) employ interpersonal skills in groups to solve problems	Teamwork & Collaboration	Project - Work-Related Problem Solving
(4) The student understands and examines problem-solving methods. The student is expected to:	(B) employ interpersonal skills in groups to solve problems	(i) employ interpersonal skills in groups to solve problems	Skills for Real World Survival	Activity - Team Building Exercise: Fill the Glass; Activity - Team Building Exercise: Fill the Glass Teacher Instruction Sheet
(5) The student uses technology applications and processes. The student is expected to:	(A) use technology applications such as social media, email, Internet, writing and publishing, presentation, and spreadsheet or database applications for audio and video production projects	(i) use technology applications for audio production projects	Fundamentals of Audio Video Production	Project - A/V Production
(5) The student uses technology applications and processes. The student is expected to:	(A) use technology applications such as social media, email, Internet, writing and publishing, presentation, and spreadsheet or database applications for audio and video production projects	(ii) use technology applications for video production projects	Fundamentals of Audio Video Production	Project - A/V Production
(5) The student uses technology applications and processes. The student is expected to:	(B) use processes such as personal information management, file management, and file sharing	(i) use processes	Windows 8 Basics or Windows Operating Systems	Project- Customizing Windows 8; Vocabulary Handout
(5) The student uses technology applications and processes. The student is expected to:	(B) use processes such as personal information management, file management, and file sharing	(i) use processes	Microsoft Outlook 2013 Basics or Microsoft Outlook 2016 Basics	Project- Atomsville E-mail; Project- Personal Task List; Project- Personal Calendar
(6) The student understands communications systems. The student is expected to:	(A) describe the nature and types of businesses	(i) describe the nature of businesses	Business & Management Concepts	Project - Business Plan
(6) The student understands communications systems. The student is expected to:	(A) describe the nature and types of businesses	(i) describe the nature of businesses	Business Characteristics	Project - Business Profile
(6) The student understands communications systems. The student is expected to:	(A) describe the nature and types of businesses	(ii) describe the types of businesses	Business & Management Concepts	Project - Business Plan
(6) The student understands communications systems. The student is expected to:	(A) describe the nature and types of businesses	(ii) describe the types of businesses	Business Characteristics	Project - Business Profile
(6) The student understands communications systems. The student is expected to:	(B) analyze and summarize the history and evolution of the various related fields of study	(i) analyze the history of the various related fields of study	Societal Impacts on Careers	Activity - Job Profile; Project - Career Blueprint; Project - U.S. Employment History
(6) The student understands communications systems. The student is expected to:	(B) analyze and summarize the history and evolution of the various related fields of study	(ii) summarize the history of the various related fields of study	Societal Impacts on Careers	Activity - Job Profile; Project - Career Blueprint; Project - U.S. Employment History
(6) The student understands communications systems. The student is expected to:	(B) analyze and summarize the history and evolution of the various related fields of study	(iii) analyze the evolution of the various related fields of study	Societal Impacts on Careers	Activity - Job Profile; Project - Career Blueprint; Project - U.S. Employment History
(6) The student understands communications systems. The student is expected to:	(B) analyze and summarize the history and evolution of the various related fields of study	(iv) summarize the evolution of the various related fields of study	Societal Impacts on Careers	Activity - Job Profile; Project - Career Blueprint; Project - U.S. Employment History

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson	Activity, Project, Handout, etc.
(6) The student understands communications systems. The student is expected to:	(C) analyze the economic base in order to demonstrate an understanding of the economic factors influencing the industry as a whole	(i) analyze the economic base in order to demonstrate an understanding of the economic factors influencing the industry as a whole	Economic Concepts	Activity - Business Cycle; Activity - Supply, Demand & Price; Activity - Supply, Demand & Price Answer Key; Project - Class Debate; Project - Class Debate Teacher Instruction Sheet; Project - Our Own Country
(7) The student applies safety regulations. The student is expected to:	(A) implement personal and classroom safety rules and regulations	(i) implement personal safety rules and regulations	Safe Working Environment	Project - Teens in the Workforce
(7) The student applies safety regulations. The student is expected to:	(A) implement personal and classroom safety rules and regulations	(i) implement personal safety rules and regulations	Workplace Issues	Activity - Applying Safety Practices in Everyday Life Teacher Instruction Sheet
(7) The student applies safety regulations. The student is expected to:	(A) implement personal and classroom safety rules and regulations	(ii) implement classroom safety rules and regulations	Safe Working Environment	Project - Teens in the Workforce
(7) The student applies safety regulations. The student is expected to:	(A) implement personal and classroom safety rules and regulations	(ii) implement classroom safety rules and regulations	Workplace Issues	Activity - Applying Safety Practices in Everyday Life Teacher Instruction Sheet
(7) The student applies safety regulations. The student is expected to:	(A) implement personal and classroom safety rules and regulations	(ii) implement classroom safety rules and regulations	Playing It Safe	Project - Emergency Escape Plan
(7) The student applies safety regulations. The student is expected to:	(B) follow emergency procedures as needed	(i) follow emergency procedures as needed	Safe Working Environment	
(7) The student applies safety regulations. The student is expected to:	(B) follow emergency procedures as needed	(i) follow emergency procedures as needed	Playing It Safe	Project - Emergency Escape Plan
(8) The student identifies and develops leadership characteristics. The student is expected to:	(A) identify leadership characteristics	(i) identify leadership characteristics	Teamwork & Collaboration	Project - Historical Leadership
(8) The student identifies and develops leadership characteristics. The student is expected to:	(A) identify leadership characteristics	(i) identify leadership characteristics	Leadership Styles	Activity - Parts of a Leader; Project - Career Interview; Project - Historical Leaders
(8) The student identifies and develops leadership characteristics. The student is expected to:	(A) identify leadership characteristics	(i) identify leadership characteristics	Employability Skills	Activity - Skills Flashcards; Project - Interview; Project - Personal Skills
(8) The student identifies and develops leadership characteristics. The student is expected to:	(B) participate in student leadership and professional development activities	(i) participate in student leadership activities	Employability Skills	Activity - Knots
(8) The student identifies and develops leadership characteristics. The student is expected to:	(B) participate in student leadership and professional development activities	(i) participate in student leadership activities	Skills for Real World Survival	Activity - Team Building Exercise: Fill the Glass; Activity - Team Building Exercise: Fill the Glass Teacher Instruction Sheet
(8) The student identifies and develops leadership characteristics. The student is expected to:	(B) participate in student leadership and professional development activities	(i) participate in student leadership activities	Teamwork & Collaboration	
(8) The student identifies and develops leadership characteristics. The student is expected to:	(B) participate in student leadership and professional development activities	(i) participate in student leadership activities	Leadership Styles	
(8) The student identifies and develops leadership characteristics. The student is expected to:	(B) participate in student leadership and professional development activities	(ii) participate in professional development activities	Employability Skills	Project - Interview; Project - Personal Skills

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson	Activity, Project, Handout, etc.
(8) The student identifies and develops leadership characteristics. The student is expected to:	(B) participate in student leadership and professional development activities	(ii) participate in professional development activities	Citizenship Basics	Project - Professional Development
(8) The student identifies and develops leadership characteristics. The student is expected to:	(A) exhibit ethical conduct	(i) exhibit ethical conduct	Business Ethics	Project - Ethics at Work Teacher Instruction Sheet
(8) The student identifies and develops leadership characteristics. The student is expected to:	(A) exhibit ethical conduct	(i) exhibit ethical conduct	Ethics in Business	Activity - Ethics Role Play; Activity - Ethics Role Play Teacher Instruction Sheet; Project - Code of Ethics; Project - Unethical Case Study
(9) The student applies ethical decision making and understands and complies with laws regarding use of technology in communications. The student is expected to:	(B) discuss copyright laws in relation to fair use and duplication of materials	(i) discuss copyright laws in relation to fair use of materials	Web Ethics & E-Issues	Project - Web Ethics
(9) The student applies ethical decision making and understands and complies with laws regarding use of technology in communications. The student is expected to:	(B) discuss copyright laws in relation to fair use and duplication of materials	(ii) discuss copyright laws in relation to duplication of materials	Web Ethics & Safety	Project - Style Guide Booklet
(9) The student applies ethical decision making and understands and complies with laws regarding use of technology in communications. The student is expected to:	(C) analyze the impact of communications on society	(i) analyze the impact of communications on society	Communication Styles	Activity - Glittering Generalities; Project - Proximity; Project - Billboard Design
(9) The student applies ethical decision making and understands and complies with laws regarding use of technology in communications. The student is expected to:	(D) understand and exhibit digital citizenship	(i) understand digital citizenship	Web Ethics & E-Issues	Project - Web Ethics
(9) The student applies ethical decision making and understands and complies with laws regarding use of technology in communications. The student is expected to:	(D) understand and exhibit digital citizenship	(ii) exhibit digital citizenship	Web Ethics & E-Issues	Project - Web Ethics
(10) The student applies technical skills for efficiency. The student is expected to:	(A) employ planning and time-management skills to relate to professional communications	(i) employ planning skills to relate to professional communications	Introduction to Professional Communication	Project - Communication & Careers; Project - Memo; Project - Theme Evening Teacher Instruction Sheet
(10) The student applies technical skills for efficiency. The student is expected to:	(A) employ planning and time-management skills to relate to professional communications	(i) employ planning skills to relate to professional communications	Presentation Strategies & Tactics	Activity - Presentation Development
(10) The student applies technical skills for efficiency. The student is expected to:	(A) employ planning and time-management skills to relate to professional communications	(ii) employ time-management skills to relate to professional communications	Employability Skills	
(10) The student applies technical skills for efficiency. The student is expected to:	(A) employ planning and time-management skills to relate to professional communications	(ii) employ time-management skills to relate to professional communications	Management of Energy, Money & Tasks	Project - Managing Tasks
(10) The student applies technical skills for efficiency. The student is expected to:	(A) employ planning and time-management skills to relate to professional communications	(ii) employ time-management skills to relate to professional communications	Skills for Real World Survival	

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson	Activity, Project, Handout, etc.
(10) The student applies technical skills for efficiency. The student is expected to:	(B) use technology to enhance productivity	(i) use technology to enhance productivity	Employability Skills	
(10) The student applies technical skills for efficiency. The student is expected to:	(B) use technology to enhance productivity	(i) use technology to enhance productivity	Workplace Technology	Project - Make Life Easier; Project - Technology in the Workplace
(10) The student applies technical skills for efficiency. The student is expected to:	(B) use technology to enhance productivity	(i) use technology to enhance productivity	Windows 8 Basics or Windows Operating Systems	
(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:	(A) develop an understanding of the evolution of the arts, audio/video technology, and communications career field, including the history, foundation elements, principles, and communicative effects	(i) develop an understanding of the evolution of the arts, audio/video technology and communications career field, including the history	Exploring Careers: Arts, A/V Technology & Communications	
(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:	(A) develop an understanding of the evolution of the arts, audio/video technology, and communications career field, including the history, foundation elements, principles, and communicative effects	(i) develop an understanding of the evolution of the arts, audio/video technology and communications career field, including the history	Fundamentals of Audio Video Production	Project - Impact of Audiovisuals
(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:	(A) develop an understanding of the evolution of the arts, audio/video technology, and communications career field, including the history, foundation elements, principles, and communicative effects	(i) develop an understanding of the evolution of the arts, audio/video technology and communications career field, including the history	Introduction to Visual Arts	Project - Art Timeline
(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:	(A) develop an understanding of the evolution of the arts, audio/video technology, and communications career field, including the history, foundation elements, principles, and communicative effects	(ii) develop an understanding of the evolution of the arts, audio/video technology and communications career field, including the foundation elements	Exploring Careers: Arts, A/V Technology & Communications	
(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:	(A) develop an understanding of the evolution of the arts, audio/video technology, and communications career field, including the history, foundation elements, principles, and communicative effects	(ii) develop an understanding of the evolution of the arts, audio/video technology and communications career field, including the foundation elements	Fundamentals of Audio Video Production	Project - Impact of Audiovisuals
(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:	(A) develop an understanding of the evolution of the arts, audio/video technology, and communications career field, including the history, foundation elements, principles, and communicative effects	(ii) develop an understanding of the evolution of the arts, audio/video technology and communications career field, including the foundation elements	Introduction to Visual Arts	Project - Art Timeline

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson	Activity, Project, Handout, etc.
(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:	(A) develop an understanding of the evolution of the arts, audio/video technology, and communications career field, including the history, foundation elements, principles, and communicative effects	(iii) develop an understanding of the evolution of the arts, audio/video technology and communications career field, including the principles	Exploring Careers: Arts, A/V Technology & Communications	
(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:	(A) develop an understanding of the evolution of the arts, audio/video technology, and communications career field, including the history, foundation elements, principles, and communicative effects	(iii) develop an understanding of the evolution of the arts, audio/video technology and communications career field, including the principles	Fundamentals of Audio Video Production	Project - Impact of Audiovisuals
(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:	(A) develop an understanding of the evolution of the arts, audio/video technology, and communications career field, including the history, foundation elements, principles, and communicative effects	(iii) develop an understanding of the evolution of the arts, audio/video technology and communications career field, including the principles	Introduction to Visual Arts	Project - Art Timeline
(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:	(A) develop an understanding of the evolution of the arts, audio/video technology, and communications career field, including the history, foundation elements, principles, and communicative effects	(iv) develop an understanding of the evolution of the arts, audio/video technology and communications career field, including the communicative effects	Exploring Careers: Arts, A/V Technology & Communications	
(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:	(A) develop an understanding of the evolution of the arts, audio/video technology, and communications career field, including the history, foundation elements, principles, and communicative effects	(iv) develop an understanding of the evolution of the arts, audio/video technology and communications career field, including the communicative effects	Fundamentals of Audio Video Production	Project - Impact of Audiovisuals
(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:	(A) develop an understanding of the evolution of the arts, audio/video technology, and communications career field, including the history, foundation elements, principles, and communicative effects	(iv) develop an understanding of the evolution of the arts, audio/video technology and communications career field, including the communicative effects	Introduction to Visual Arts	Project - Art Timeline
(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:	(B) demonstrate knowledge of the communication process, including the characteristics of oral language, types and effects of nonverbal communication, effective nonverbal strategies such as a firm handshake, direct eye contact, and appropriate use of space and distance	(i) demonstrate knowledge of the communication process, including the characteristics of oral language	Introduction to Professional Communication	Project - Communication & Careers

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson	Activity, Project, Handout, etc.
(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:	(B) demonstrate knowledge of the communication process, including the characteristics of oral language, types and effects of nonverbal communication, effective nonverbal strategies such as a firm handshake, direct eye contact, and appropriate use of space and distance	(i) demonstrate knowledge of the communication process, including the characteristics of oral language	Communication Styles	Activity - Find It; Project - Model Communication
(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:	(B) demonstrate knowledge of the communication process, including the characteristics of oral language, types and effects of nonverbal communication, effective nonverbal strategies such as a firm handshake, direct eye contact, and appropriate use of space and distance	(ii) demonstrate knowledge of the communication process, including the types of nonverbal communication	Introduction to Professional Communication	
(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:	(B) demonstrate knowledge of the communication process, including the characteristics of oral language, types and effects of nonverbal communication, effective nonverbal strategies such as a firm handshake, direct eye contact, and appropriate use of space and distance	(ii) demonstrate knowledge of the communication process, including the types of nonverbal communication	Communication Styles	Project - Model Communication
(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:	(B) demonstrate knowledge of the communication process, including the characteristics of oral language, types and effects of nonverbal communication, effective nonverbal strategies such as a firm handshake, direct eye contact, and appropriate use of space and distance	(ii) demonstrate knowledge of the communication process, including the types of nonverbal communication	Leadership Styles	Activity - Communication Teacher Instruction Sheet
(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:	(B) demonstrate knowledge of the communication process, including the characteristics of oral language, types and effects of nonverbal communication, effective nonverbal strategies such as a firm handshake, direct eye contact, and appropriate use of space and distance	(iii) demonstrate knowledge of the communication process, including the effects of nonverbal communication	Introduction to Professional Communication	



Knowledge and Skills Statement	Student Expectation	Breakout	Lesson	Activity, Project, Handout, etc.
(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:	(B) demonstrate knowledge of the communication process, including the characteristics of oral language, types and effects of nonverbal communication, effective nonverbal strategies such as a firm handshake, direct eye contact, and appropriate use of space and distance	(iii) demonstrate knowledge of the communication process, including the effects of nonverbal communication	Communication Styles	Project - Model Communication
(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:	(B) demonstrate knowledge of the communication process, including the characteristics of oral language, types and effects of nonverbal communication, effective nonverbal strategies such as a firm handshake, direct eye contact, and appropriate use of space and distance	(iii) demonstrate knowledge of the communication process, including the effects of nonverbal communication	Leadership Styles	Activity - Communication Teacher Instruction Sheet
(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:	(B) demonstrate knowledge of the communication process, including the characteristics of oral language, types and effects of nonverbal communication, effective nonverbal strategies such as a firm handshake, direct eye contact, and appropriate use of space and distance	(iv) demonstrate knowledge of the communication process, including effective nonverbal strategies	Introduction to Professional Communication	
(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:	(B) demonstrate knowledge of the communication process, including the characteristics of oral language, types and effects of nonverbal communication, effective nonverbal strategies such as a firm handshake, direct eye contact, and appropriate use of space and distance	(iv) demonstrate knowledge of the communication process, including effective nonverbal strategies	Communication Styles	Project - Model Communication
(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:	(B) demonstrate knowledge of the communication process, including the characteristics of oral language, types and effects of nonverbal communication, effective nonverbal strategies such as a firm handshake, direct eye contact, and appropriate use of space and distance	(iv) demonstrate knowledge of the communication process, including effective nonverbal strategies	Leadership Styles	Activity - Communication Teacher Instruction Sheet

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson	Activity, Project, Handout, etc.
(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:	(C) demonstrate knowledge of the components of the listening process and specific kinds of listening such as critical, deliberative, and empathetic	(i) demonstrate knowledge of the components of the listening process	Introduction to Professional Communication	Activity - Talking Stick Teacher Instruction Sheet
(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:	(C) demonstrate knowledge of the components of the listening process and specific kinds of listening such as critical, deliberative, and empathetic	(i) demonstrate knowledge of the components of the listening process	Communication Styles	Activity - Paraphrase Teacher Instruction Sheet; Project - Model Communication
(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:	(C) demonstrate knowledge of the components of the listening process and specific kinds of listening such as critical, deliberative, and empathetic	(i) demonstrate knowledge of the components of the listening process	Listening 101	
(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:	(C) demonstrate knowledge of the components of the listening process and specific kinds of listening such as critical, deliberative, and empathetic	(ii) demonstrate knowledge of the components of specific kinds of listening	Introduction to Professional Communication	Activity - Talking Stick Teacher Instruction Sheet
(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:	(C) demonstrate knowledge of the components of the listening process and specific kinds of listening such as critical, deliberative, and empathetic	(ii) demonstrate knowledge of the components of specific kinds of listening	Communication Styles	Activity - Paraphrase Teacher Instruction Sheet; Project - Model Communication
(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:	(C) demonstrate knowledge of the components of the listening process and specific kinds of listening such as critical, deliberative, and empathetic	(ii) demonstrate knowledge of the components of specific kinds of listening	Listening 101	
(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:	(D) identify and analyze ethical and social responsibilities of communicators	(i) identify ethical responsibilities of communicators	Introduction to Professional Communication	

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson	Activity, Project, Handout, etc.
(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:	(D) identify and analyze ethical and social responsibilities of communicators	(i) identify ethical responsibilities of communicators	Communication Styles	Activity - Glittering Generalities
(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:	(D) identify and analyze ethical and social responsibilities of communicators	(i) identify ethical responsibilities of communicators	Employability Skills	
(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:	(D) identify and analyze ethical and social responsibilities of communicators	(ii) analyze ethical responsibilities of communicators	Introduction to Professional Communication	
(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:	(D) identify and analyze ethical and social responsibilities of communicators	(ii) analyze ethical responsibilities of communicators	Communication Styles	Activity - Glittering Generalities
(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:	(D) identify and analyze ethical and social responsibilities of communicators	(ii) analyze ethical responsibilities of communicators	Employability Skills	
(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:	(D) identify and analyze ethical and social responsibilities of communicators	(iii) identify social responsibilities of communicators	Introduction to Professional Communication	
(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:	(D) identify and analyze ethical and social responsibilities of communicators	(iii) identify social responsibilities of communicators	Communication Styles	Activity - Glittering Generalities

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson	Activity, Project, Handout, etc.
(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:	(D) identify and analyze ethical and social responsibilities of communicators	(iii) identify social responsibilities of communicators	Employability Skills	
(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:	(D) identify and analyze ethical and social responsibilities of communicators	(iv) analyze social responsibilities of communicators	Introduction to Professional Communication	Activity - Glittering Generalities
(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:	(D) identify and analyze ethical and social responsibilities of communicators	(iv) analyze social responsibilities of communicators	Communication Styles	
(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:	(D) identify and analyze ethical and social responsibilities of communicators	(iv) analyze social responsibilities of communicators	Employability Skills	
(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:	(E) demonstrate knowledge of various communication processes in professional contexts, including using effective communication skills; analyzing standards for appropriate use of informal, standard, and technical language; making appropriate and important communication decisions based on accurate and complete information; and recognizing and analyzing appropriate channels of communication in organizations	(i) demonstrate knowledge of various communication processes in professional contexts, including using effective communication skills	Introduction to Professional Communication	Activity - Script; Project - Communication & Careers; Project -Memo

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson	Activity, Project, Handout, etc.
(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:	(E) demonstrate knowledge of various communication processes in professional contexts, including using effective communication skills; analyzing standards for appropriate use of informal, standard, and technical language; making appropriate and important communication decisions based on accurate and complete information; and recognizing and analyzing appropriate channels of communication in organizations	(i) demonstrate knowledge of various communication processes in professional contexts, including using effective communication skills	Communication Styles	Activity - Find It; Project - Model Communication
(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:	(E) demonstrate knowledge of various communication processes in professional contexts, including using effective communication skills; analyzing standards for appropriate use of informal, standard, and technical language; making appropriate and important communication decisions based on accurate and complete information; and recognizing and analyzing appropriate channels of communication in organizations	(ii) demonstrate knowledge of various communication processes in professional contexts, including analyzing standards for appropriate use of informal language	Introduction to Professional Communication	Activity - Script; Project - Communication & Careers; Project - Memo
(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:	(E) demonstrate knowledge of various communication processes in professional contexts, including using effective communication skills; analyzing standards for appropriate use of informal, standard, and technical language; making appropriate and important communication decisions based on accurate and complete information; and recognizing and analyzing appropriate channels of communication in organizations	(ii) demonstrate knowledge of various communication processes in professional contexts, including analyzing standards for appropriate use of informal language	Communication Styles	Activity - Find It; Project - Model Communication

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson	Activity, Project, Handout, etc.
(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:	(E) demonstrate knowledge of various communication processes in professional contexts, including using effective communication skills; analyzing standards for appropriate use of informal, standard, and technical language; making appropriate and important communication decisions based on accurate and complete information; and recognizing and analyzing appropriate channels of communication in organizations	(iii) demonstrate knowledge of various communication processes in professional contexts, including analyzing standards for appropriate use of standard language	Introduction to Professional Communication	Activity - Script; Project - Communication & Careers; Project - Memo
(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:	(E) demonstrate knowledge of various communication processes in professional contexts, including using effective communication skills; analyzing standards for appropriate use of informal, standard, and technical language; making appropriate and important communication decisions based on accurate and complete information; and recognizing and analyzing appropriate channels of communication in organizations	(iii) demonstrate knowledge of various communication processes in professional contexts, including analyzing standards for appropriate use of standard language	Communication Styles	Activity - Find It; Project - Model Communication
(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:	(E) demonstrate knowledge of various communication processes in professional contexts, including using effective communication skills; analyzing standards for appropriate use of informal, standard, and technical language; making appropriate and important communication decisions based on accurate and complete information; and recognizing and analyzing appropriate channels of communication in organizations	(iv) demonstrate knowledge of various communication processes in professional contexts, including analyzing standards for appropriate use of technical language	Introduction to Professional Communication	Activity - Script; Project - Communication & Careers; Project - Memo

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson	Activity, Project, Handout, etc.
(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:	(E) demonstrate knowledge of various communication processes in professional contexts, including using effective communication skills; analyzing standards for appropriate use of informal, standard, and technical language; making appropriate and important communication decisions based on accurate and complete information; and recognizing and analyzing appropriate channels of communication in organizations	(iv) demonstrate knowledge of various communication processes in professional contexts, including analyzing standards for appropriate use of technical language	Communication Styles	Activity - Find It; Project - Model Communication
(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:	(E) demonstrate knowledge of various communication processes in professional contexts, including using effective communication skills; analyzing standards for appropriate use of informal, standard, and technical language; making appropriate and important communication decisions based on accurate and complete information; and recognizing and analyzing appropriate channels of communication in organizations	(v) demonstrate knowledge of various communication processes in professional contexts, including making appropriate and important communication decisions based on accurate and complete information	Introduction to Professional Communication	Activity - Script; Project - Communication & Careers; Project - Memo
(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:	(E) demonstrate knowledge of various communication processes in professional contexts, including using effective communication skills; analyzing standards for appropriate use of informal, standard, and technical language; making appropriate and important communication decisions based on accurate and complete information; and recognizing and analyzing appropriate channels of communication in organizations	(v) demonstrate knowledge of various communication processes in professional contexts, including making appropriate and important communication decisions based on accurate and complete information	Communication Styles	Activity - Find It; Project - Model Communication

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson	Activity, Project, Handout, etc.
(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:	(E) demonstrate knowledge of various communication processes in professional contexts, including using effective communication skills; analyzing standards for appropriate use of informal, standard, and technical language; making appropriate and important communication decisions based on accurate and complete information; and recognizing and analyzing appropriate channels of communication in organizations	(vi) demonstrate knowledge of various communication processes in professional contexts, including recognizing appropriate channels of communication in organizations	Introduction to Professional Communication	Activity - Script; Project - Communication & Careers; Project - Memo
(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:	(E) demonstrate knowledge of various communication processes in professional contexts, including using effective communication skills; analyzing standards for appropriate use of informal, standard, and technical language; making appropriate and important communication decisions based on accurate and complete information; and recognizing and analyzing appropriate channels of communication in organizations	(vi) demonstrate knowledge of various communication processes in professional contexts, including recognizing appropriate channels of communication in organizations	Communication Styles	Activity - Find It; Project - Model Communication
(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:	(E) demonstrate knowledge of various communication processes in professional contexts, including using effective communication skills; analyzing standards for appropriate use of informal, standard, and technical language; making appropriate and important communication decisions based on accurate and complete information; and recognizing and analyzing appropriate channels of communication in organizations	(vii) demonstrate knowledge of various communication processes in professional contexts, including analyzing appropriate channels of communication in organizations	Introduction to Professional Communication	Activity - Script; Project - Communication & Careers; Project - Memo



Knowledge and Skills Statement	Student Expectation	Breakout	Lesson	Activity, Project, Handout, etc.
(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:	(E) demonstrate knowledge of various communication processes in professional contexts, including using effective communication skills; analyzing standards for appropriate use of informal, standard, and technical language; making appropriate and important communication decisions based on accurate and complete information; and recognizing and analyzing appropriate channels of communication in organizations	(vii) demonstrate knowledge of various communication processes in professional contexts, including analyzing appropriate channels of communication in organizations	Communication Styles	Activity - Find It; Project - Model Communication
(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:	(F) use appropriate interpersonal communication strategies in professional contexts, including using different types of professional communication and communication management skills and observing professional etiquette	(i) use appropriate interpersonal communication strategies in professional contexts, including using different types of professional communication	Introduction to Professional Communication	Activity - Script; Project - Communication & Careers; Project - Memo
(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:	(F) use appropriate interpersonal communication strategies in professional contexts, including using different types of professional communication and communication management skills and observing professional etiquette	(i) use appropriate interpersonal communication strategies in professional contexts, including using different types of professional communication	Communication Styles	
(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:	(F) use appropriate interpersonal communication strategies in professional contexts, including using different types of professional communication and communication management skills and observing professional etiquette	(ii) use appropriate interpersonal communication strategies in professional contexts, including using different types of communication management skills	Introduction to Professional Communication	Activity - Script; Project - Communication & Careers; Project - Memo
(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:	(F) use appropriate interpersonal communication strategies in professional contexts, including using different types of professional communication and communication management skills and observing professional etiquette	(ii) use appropriate interpersonal communication strategies in professional contexts, including using different types of communication management skills	Communication Styles	Activity - Find It; Project - Model Communication

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson	Activity, Project, Handout, etc.
(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:	(F) use appropriate interpersonal communication strategies in professional contexts, including using different types of professional communication and communication management skills and observing professional etiquette	(iii) use appropriate interpersonal communication strategies in professional contexts, including observing professional etiquette	Introduction to Professional Communication	
(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:	(F) use appropriate interpersonal communication strategies in professional contexts, including using different types of professional communication and communication management skills and observing professional etiquette	(iii) use appropriate interpersonal communication strategies in professional contexts, including observing professional etiquette	Communication Styles	
(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:	(F) use appropriate interpersonal communication strategies in professional contexts, including using different types of professional communication and communication management skills and observing professional etiquette	(iii) use appropriate interpersonal communication strategies in professional contexts, including observing professional etiquette	Emily Post, Who?	Activity - Etiquette at Work; Project - Personal Etiquette
(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:	(G) demonstrate knowledge of the interview process, including effective communication as interviewee and interviewer, and federal employment laws regarding interviews	(i) demonstrate knowledge of the interview process, including effective communication as [an] interviewee	Formulas for Career Success: The Interview Process	Activity - Good & Bad; Activity - Good & Bad Answer Key; Activity - Thank You Note; Student Handout- Thank you Note; Project - Guide to Interviews; Project - Mock Interview; Project - Mock Interview Teacher Instruction Sheet
(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:	(G) demonstrate knowledge of the interview process, including effective communication as interviewee and interviewer, and federal employment laws regarding interviews	(ii) demonstrate knowledge of the interview process, including effective communication as [an] interviewer	Formulas for Career Success: The Interview Process	Activity - Good & Bad; Activity - Good & Bad Answer Key; Activity - Interview Methods
(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:	(G) demonstrate knowledge of the interview process, including effective communication as interviewee and interviewer, and federal employment laws regarding interviews	(iii) demonstrate knowledge of the interview process, including federal employment laws regarding interviews	Formulas for Career Success: The Interview Process	

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson	Activity, Project, Handout, etc.
(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:	(G) demonstrate knowledge of the interview process, including effective communication as interviewee and interviewer, and federal employment laws regarding interviews	(iii) demonstrate knowledge of the interview process, including federal employment laws regarding interviews	Evaluating Applications & Resumes	Activity - Legal or Not?; Activity - Legal or Not? Answer Key
(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:	(H) identify and use appropriate strategies for communicating with a variety of audiences	(i) identify appropriate strategies for communicating with a variety of audiences	Public Speaking Basics	Activity - Audience Mix Up Teacher Instruction Sheet
(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:	(H) identify and use appropriate strategies for communicating with a variety of audiences	(i) identify appropriate strategies for communicating with a variety of audiences	Skills for Real World Survival	
(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:	(H) identify and use appropriate strategies for communicating with a variety of audiences	(ii) use appropriate strategies for communicating with a variety of audiences	Public Speaking Basics	Activity - Audience Mix Up Teacher Instruction Sheet
(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:	(H) identify and use appropriate strategies for communicating with a variety of audiences	(ii) use appropriate strategies for communicating with a variety of audiences	Skills for Real World Survival	
(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:	(I) identify the types, purposes, dynamics, processes, effectiveness, roles of members, and leadership styles of professional groups	(i) identify the types of professional groups	Citizenship Basics	Project - Professional Development
(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:	(I) identify the types, purposes, dynamics, processes, effectiveness, roles of members, and leadership styles of professional groups	(ii) identify the purposes of professional groups	Citizenship Basics	Project - Professional Development

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson	Activity, Project, Handout, etc.
(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:	(I) identify the types, purposes, dynamics, processes, effectiveness, roles of members, and leadership styles of professional groups	(iii) identify the dynamics of professional groups	Citizenship Basics	Project - Professional Development
(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:	(I) identify the types, purposes, dynamics, processes, effectiveness, roles of members, and leadership styles of professional groups	(iv) identify the processes of professional groups	Citizenship Basics	Project - Professional Development
(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:	(I) identify the types, purposes, dynamics, processes, effectiveness, roles of members, and leadership styles of professional groups	(v) identify the effectiveness of professional groups	Citizenship Basics	Project - Professional Development
(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:	(I) identify the types, purposes, dynamics, processes, effectiveness, roles of members, and leadership styles of professional groups	(vi) identify the roles of members of professional groups	Citizenship Basics	Project - Professional Development
(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:	(I) identify the types, purposes, dynamics, processes, effectiveness, roles of members, and leadership styles of professional groups	(vii) identify the leadership styles of professional groups	Citizenship Basics	Project - Professional Development
(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:	(J) communicate effectively in group contexts by assuming productive roles, solving problems, managing conflicts, and building consensus in groups	(i) communicate effectively in group contexts by assuming productive roles in groups	Teamwork & Collaboration	Activity - Team Roles
(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:	(J) communicate effectively in group contexts by assuming productive roles, solving problems, managing conflicts, and building consensus in groups	(ii) communicate effectively in group contexts by solving problems in groups	Teamwork & Collaboration	Project - Work-Related Problem Solving

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson	Activity, Project, Handout, etc.
(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:	(J) communicate effectively in group contexts by assuming productive roles, solving problems, managing conflicts, and building consensus in groups	(iii) communicate effectively in group contexts by managing conflicts in groups	Conflict Management	Activity - Conflict Management Style; Project - Green Power or Not?
(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:	(J) communicate effectively in group contexts by assuming productive roles, solving problems, managing conflicts, and building consensus in groups	(iv) communicate effectively in group contexts by building consensus in groups	Positive Relationships	Activity - Conflict Resolution Teacher Instruction Sheet
(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:	(K) research formal and informal professional presentations by analyzing the audience, occasion, purpose, and primary and secondary sources; determining specific topics for presentations; and evaluating sources using media literacy strategies such as recognizing bias, misinformation, untruths, and source credibility	(i) research formal professional presentations by analyzing the audience	Public Speaking Basics	Project - Presentation Research
(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:	(K) research formal and informal professional presentations by analyzing the audience, occasion, purpose, and primary and secondary sources; determining specific topics for presentations; and evaluating sources using media literacy strategies such as recognizing bias, misinformation, untruths, and source credibility	(ii) research informal professional presentations by analyzing the audience	Public Speaking Basics	Project - Presentation Research
(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:	(K) research formal and informal professional presentations by analyzing the audience, occasion, purpose, and primary and secondary sources; determining specific topics for presentations; and evaluating sources using media literacy strategies such as recognizing bias, misinformation, untruths, and source credibility	(iii) research formal professional presentations by analyzing the occasion	Public Speaking Basics	Project - Presentation Research

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson	Activity, Project, Handout, etc.
(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:	(K) research formal and informal professional presentations by analyzing the audience, occasion, purpose, and primary and secondary sources; determining specific topics for presentations; and evaluating sources using media literacy strategies such as recognizing bias, misinformation, untruths, and source credibility	(iv) research informal professional presentations by analyzing the occasion	Public Speaking Basics	Project - Presentation Research
(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:	(K) research formal and informal professional presentations by analyzing the audience, occasion, purpose, and primary and secondary sources; determining specific topics for presentations; and evaluating sources using media literacy strategies such as recognizing bias, misinformation, untruths, and source credibility	(v) research formal professional presentations by analyzing the purpose	Public Speaking Basics	Project - Presentation Research
(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:	(K) research formal and informal professional presentations by analyzing the audience, occasion, purpose, and primary and secondary sources; determining specific topics for presentations; and evaluating sources using media literacy strategies such as recognizing bias, misinformation, untruths, and source credibility	(vi) research informal professional presentations by analyzing the purpose	Public Speaking Basics	Project - Presentation Research
(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:	(K) research formal and informal professional presentations by analyzing the audience, occasion, purpose, and primary and secondary sources; determining specific topics for presentations; and evaluating sources using media literacy strategies such as recognizing bias, misinformation, untruths, and source credibility	(vii) research formal professional presentations by analyzing the primary sources	Public Speaking Basics	Project - Presentation Research

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson	Activity, Project, Handout, etc.
(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:	(K) research formal and informal professional presentations by analyzing the audience, occasion, purpose, and primary and secondary sources; determining specific topics for presentations; and evaluating sources using media literacy strategies such as recognizing bias, misinformation, untruths, and source credibility	(viii) research informal professional presentations by analyzing the primary sources	Public Speaking Basics	Project - Presentation Research
(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:	(K) research formal and informal professional presentations by analyzing the audience, occasion, purpose, and primary and secondary sources; determining specific topics for presentations; and evaluating sources using media literacy strategies such as recognizing bias, misinformation, untruths, and source credibility	(ix) research formal professional presentations by analyzing the secondary sources	Public Speaking Basics	Project - Presentation Research
(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:	(K) research formal and informal professional presentations by analyzing the audience, occasion, purpose, and primary and secondary sources; determining specific topics for presentations; and evaluating sources using media literacy strategies such as recognizing bias, misinformation, untruths, and source credibility	(x) research informal professional presentations by analyzing the secondary sources	Public Speaking Basics	Project - Presentation Research
(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:	(K) research formal and informal professional presentations by analyzing the audience, occasion, purpose, and primary and secondary sources; determining specific topics for presentations; and evaluating sources using media literacy strategies such as recognizing bias, misinformation, untruths, and source credibility	(xi) research formal professional presentations by determining specific topics for presentations	Public Speaking Basics	Project - Presentation Research

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson	Activity, Project, Handout, etc.
(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:	(K) research formal and informal professional presentations by analyzing the audience, occasion, purpose, and primary and secondary sources; determining specific topics for presentations; and evaluating sources using media literacy strategies such as recognizing bias, misinformation, untruths, and source credibility	(xii) research informal professional presentations by determining specific topics for presentations	Public Speaking Basics	Project - Presentation Research
(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:	(K) research formal and informal professional presentations by analyzing the audience, occasion, purpose, and primary and secondary sources; determining specific topics for presentations; and evaluating sources using media literacy strategies such as recognizing bias, misinformation, untruths, and source credibility	(xiii) research formal professional presentations by evaluating sources using media literacy strategies	Public Speaking Basics	Project - Presentation Research
(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:	(K) research formal and informal professional presentations by analyzing the audience, occasion, purpose, and primary and secondary sources; determining specific topics for presentations; and evaluating sources using media literacy strategies such as recognizing bias, misinformation, untruths, and source credibility	(xiv) research informal professional presentations by evaluating sources using media literacy strategies	Public Speaking Basics	Project - Presentation Research
(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:	(L) develop formal and informal professional presentations using effective strategies to organize presentations, using information to support points in presentations, preparing scripts or notes, using visual or auditory aids to enhance presentations, and providing credit for information sources	(i) develop formal professional presentations using effective strategies to organize presentations	Public Speaking Basics	Project - City Council; Project - City Council Teacher Instruction Sheet
(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:	(L) develop formal and informal professional presentations using effective strategies to organize presentations, using information to support points in presentations, preparing scripts or notes, using visual or auditory aids to enhance presentations, and providing credit for information sources	(i) develop formal professional presentations using effective strategies to organize presentations	Presentation Strategies & Tactics	Activity - Presentation Development



Knowledge and Skills Statement	Student Expectation	Breakout	Lesson	Activity, Project, Handout, etc.
(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:	(L) develop formal and informal professional presentations using effective strategies to organize presentations, using information to support points in presentations, preparing scripts or notes, using visual or auditory aids to enhance presentations, and providing credit for information sources	(ii) develop informal professional presentations using effective strategies to organize presentations	Public Speaking Basics	Project - City Council; Project - City Council Teacher Instruction Sheet
(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:	(L) develop formal and informal professional presentations using effective strategies to organize presentations, using information to support points in presentations, preparing scripts or notes, using visual or auditory aids to enhance presentations, and providing credit for information sources	(ii) develop informal professional presentations using effective strategies to organize presentations	Presentation Strategies & Tactics	Activity - Presentation Development
(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:	(L) develop formal and informal professional presentations using effective strategies to organize presentations, using information to support points in presentations, preparing scripts or notes, using visual or auditory aids to enhance presentations, and providing credit for information sources	(iii) develop formal professional presentations using information to support points in presentations	Public Speaking Basics	Project - City Council; Project - City Council Teacher Instruction Sheet
(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:	(L) develop formal and informal professional presentations using effective strategies to organize presentations, using information to support points in presentations, preparing scripts or notes, using visual or auditory aids to enhance presentations, and providing credit for information sources	(iii) develop formal professional presentations using information to support points in presentations	Presentation Strategies & Tactics	Activity - Presentation Development
(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:	(L) develop formal and informal professional presentations using effective strategies to organize presentations, using information to support points in presentations, preparing scripts or notes, using visual or auditory aids to enhance presentations, and providing credit for information sources	(iv) develop informal professional presentations using information to support points in presentations	Public Speaking Basics	Project - City Council; Project - City Council Teacher Instruction Sheet

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson	Activity, Project, Handout, etc.
(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:	(L) develop formal and informal professional presentations using effective strategies to organize presentations, using information to support points in presentations, preparing scripts or notes, using visual or auditory aids to enhance presentations, and providing credit for information sources	(iv) develop informal professional presentations using information to support points in presentations	Presentation Strategies & Tactics	Activity - Presentation Development
(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:	(L) develop formal and informal professional presentations using effective strategies to organize presentations, using information to support points in presentations, preparing scripts or notes, using visual or auditory aids to enhance presentations, and providing credit for information sources	(v) develop formal professional presentations preparing scripts or notes	Public Speaking Basics	Project - City Council; Project - City Council Teacher Instruction Sheet
(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:	(L) develop formal and informal professional presentations using effective strategies to organize presentations, using information to support points in presentations, preparing scripts or notes, using visual or auditory aids to enhance presentations, and providing credit for information sources	(v) develop formal professional presentations preparing scripts or notes	Presentation Strategies & Tactics	Activity - Presentation Development
(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:	(L) develop formal and informal professional presentations using effective strategies to organize presentations, using information to support points in presentations, preparing scripts or notes, using visual or auditory aids to enhance presentations, and providing credit for information sources	(vi) develop informal professional presentations preparing scripts or notes	Public Speaking Basics	Project - City Council; Project - City Council Teacher Instruction Sheet
(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:	(L) develop formal and informal professional presentations using effective strategies to organize presentations, using information to support points in presentations, preparing scripts or notes, using visual or auditory aids to enhance presentations, and providing credit for information sources	(vi) develop informal professional presentations preparing scripts or notes	Presentation Strategies & Tactics	Activity - Presentation Development

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson	Activity, Project, Handout, etc.
(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:	(L) develop formal and informal professional presentations using effective strategies to organize presentations, using information to support points in presentations, preparing scripts or notes, using visual or auditory aids to enhance presentations, and providing credit for information sources	(vii) develop formal professional presentations using visual or auditory aids to enhance presentations	Public Speaking Basics	Project - City Council; Project - City Council Teacher Instruction Sheet
(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:	(L) develop formal and informal professional presentations using effective strategies to organize presentations, using information to support points in presentations, preparing scripts or notes, using visual or auditory aids to enhance presentations, and providing credit for information sources	(vii) develop formal professional presentations using visual or auditory aids to enhance presentations	Presentation Strategies & Tactics	Activity - Presentation Development
(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:	(L) develop formal and informal professional presentations using effective strategies to organize presentations, using information to support points in presentations, preparing scripts or notes, using visual or auditory aids to enhance presentations, and providing credit for information sources	(viii) develop informal professional presentations using visual or auditory aids to enhance presentations	Public Speaking Basics	Project - City Council; Project - City Council Teacher Instruction Sheet
(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:	(L) develop formal and informal professional presentations using effective strategies to organize presentations, using information to support points in presentations, preparing scripts or notes, using visual or auditory aids to enhance presentations, and providing credit for information sources	(viii) develop informal professional presentations using visual or auditory aids to enhance presentations	Presentation Strategies & Tactics	Activity - Presentation Development
(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:	(L) develop formal and informal professional presentations using effective strategies to organize presentations, using information to support points in presentations, preparing scripts or notes, using visual or auditory aids to enhance presentations, and providing credit for information sources	(ix) develop formal professional presentations providing credit for information sources	Public Speaking Basics	

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson	Activity, Project, Handout, etc.
(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:	(L) develop formal and informal professional presentations using effective strategies to organize presentations, using information to support points in presentations, preparing scripts or notes, using visual or auditory aids to enhance presentations, and providing credit for information sources	(ix) develop formal professional presentations providing credit for information sources	Presentation Strategies & Tactics	Activity - Presentation Development
(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:	(L) develop formal and informal professional presentations using effective strategies to organize presentations, using information to support points in presentations, preparing scripts or notes, using visual or auditory aids to enhance presentations, and providing credit for information sources	(x) develop informal professional presentations providing credit for information sources	Public Speaking Basics	
(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:	(L) develop formal and informal professional presentations using effective strategies to organize presentations, using information to support points in presentations, preparing scripts or notes, using visual or auditory aids to enhance presentations, and providing credit for information sources	(x) develop informal professional presentations providing credit for information sources	Presentation Strategies & Tactics	Activity - Presentation Development
(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:	(M) conduct formal and informal professional presentations using effective verbal and nonverbal strategies to inform, persuade, or motivate an audience	(i) conduct formal professional presentations using effective verbal strategies to inform, persuade, or motivate an audience	Public Speaking Basics	Project - City Council; Project - City Council Teacher Instruction Sheet
(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:	(M) conduct formal and informal professional presentations using effective verbal and nonverbal strategies to inform, persuade, or motivate an audience	(ii) conduct informal professional presentations using effective verbal strategies to inform, persuade, or motivate an audience	Public Speaking Basics	Project - City Council; Project - City Council Teacher Instruction Sheet
(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:	(M) conduct formal and informal professional presentations using effective verbal and nonverbal strategies to inform, persuade, or motivate an audience	(ii) conduct informal professional presentations using effective verbal strategies to inform, persuade, or motivate an audience	Introduction to Professional Communication	Project - Best in Class

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson	Activity, Project, Handout, etc.
(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:	(M) conduct formal and informal professional presentations using effective verbal and nonverbal strategies to inform, persuade, or motivate an audience	(iii) conduct formal professional presentations using effective nonverbal strategies to inform, persuade, or motivate an audience	Public Speaking Basics	Project - City Council; Project - City Council Teacher Instruction Sheet
(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:	(M) conduct formal and informal professional presentations using effective verbal and nonverbal strategies to inform, persuade, or motivate an audience	(iv) conduct informal professional presentations using effective nonverbal strategies to inform, persuade, or motivate an audience	Public Speaking Basics	Project - City Council; Project - City Council Teacher Instruction Sheet
(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:	(N) use appropriate techniques to manage communication apprehension and build self-confidence	(i) use appropriate techniques to manage communication apprehension	Public Speaking Basics	Project - Speech Evaluation
(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:	(N) use appropriate techniques to manage communication apprehension and build self-confidence	(ii) use appropriate techniques to build self-confidence	Public Speaking Basics	Activity - Communication Circle Teacher Instruction Sheet
(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:	(O) evaluate formal and informal professional presentations by participating in question-and-answer sessions following presentations, applying critical-listening strategies, and evaluating the effectiveness of presentations, including self-evaluation	(i) evaluate formal professional presentations by participating in question-and-answer sessions following presentations	Public Speaking Basics	Project - City Council; Project - City Council Teacher Instruction Sheet
(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:	(O) evaluate formal and informal professional presentations by participating in question-and-answer sessions following presentations, applying critical-listening strategies, and evaluating the effectiveness of presentations, including self-evaluation	(i) evaluate formal professional presentations by participating in question-and-answer sessions following presentations	Presentation Strategies & Tactics	

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson	Activity, Project, Handout, etc.
(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:	(O) evaluate formal and informal professional presentations by participating in question-and-answer sessions following presentations, applying critical-listening strategies, and evaluating the effectiveness of presentations, including self-evaluation	(ii) evaluate informal professional presentations by participating in question-and-answer sessions following presentations	Public Speaking Basics	Project - City Council; Project - City Council Teacher Instruction Sheet
(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:	(O) evaluate formal and informal professional presentations by participating in question-and-answer sessions following presentations, applying critical-listening strategies, and evaluating the effectiveness of presentations, including self-evaluation	(ii) evaluate informal professional presentations by participating in question-and-answer sessions following presentations	Presentation Strategies & Tactics	
(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:	(O) evaluate formal and informal professional presentations by participating in question-and-answer sessions following presentations, applying critical-listening strategies, and evaluating the effectiveness of presentations, including self-evaluation	(iii) evaluate formal professional presentations by applying critical-listening strategies	Presentations Strategies & Tactics	Project - Children's Speech
(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:	(O) evaluate formal and informal professional presentations by participating in question-and-answer sessions following presentations, applying critical-listening strategies, and evaluating the effectiveness of presentations, including self-evaluation	(iii) evaluate formal professional presentations by applying critical-listening strategies	Public Speaking Basics	Project - Speech Evaluation
(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:	(O) evaluate formal and informal professional presentations by participating in question-and-answer sessions following presentations, applying critical-listening strategies, and evaluating the effectiveness of presentations, including self-evaluation	(iv) evaluate informal professional presentations by applying critical-listening strategies	Presentations Strategies & Tactics	Project - Children's Speech

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson	Activity, Project, Handout, etc.
(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:	(O) evaluate formal and informal professional presentations by participating in question-and-answer sessions following presentations, applying critical-listening strategies, and evaluating the effectiveness of presentations, including self-evaluation	(iv) evaluate informal professional presentations by applying critical-listening strategies	Public Speaking Basics	Project - Speech Evaluation
(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:	(O) evaluate formal and informal professional presentations by participating in question-and-answer sessions following presentations, applying critical-listening strategies, and evaluating the effectiveness of presentations, including self-evaluation	(v) evaluate formal professional presentations by evaluating the effectiveness of presentations, including self-evaluation	Presentations Strategies & Tactics	Project - Children's Speech
(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:	(O) evaluate formal and informal professional presentations by participating in question-and-answer sessions following presentations, applying critical-listening strategies, and evaluating the effectiveness of presentations, including self-evaluation	(v) evaluate formal professional presentations by evaluating the effectiveness of presentations, including self-evaluation	Employability Skills	Project - Personal Skills
(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:	(O) evaluate formal and informal professional presentations by participating in question-and-answer sessions following presentations, applying critical-listening strategies, and evaluating the effectiveness of presentations, including self-evaluation	(vi) evaluate informal professional presentations by evaluating the effectiveness of presentations, including self-evaluation	Presentations Strategies & Tactics	Project - Children's Speech
(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:	(O) evaluate formal and informal professional presentations by participating in question-and-answer sessions following presentations, applying critical-listening strategies, and evaluating the effectiveness of presentations, including self-evaluation	(vi) evaluate informal professional presentations by evaluating the effectiveness of presentations, including self-evaluation	Employability Skills	Project - Personal Skills

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson	Activity, Project, Handout, etc.
(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:	(P) participate in an informative or persuasive group discussion	(i) participate in an informative or persuasive group discussion	Introduction to Professional Communication	Activity - Talking Stick Teacher Instruction Sheet
(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:	(P) participate in an informative or persuasive group discussion	(i) participate in an informative or persuasive group discussion	Public Speaking Basics	Project - City Council; Project - City Council Teacher Instruction Sheet
(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:	(Q) use a variety of strategies to acquire information from electronic resources	(i) use a variety of strategies to acquire information from electronic resources	Internet Basics	Project - Research the Research; Project - Internet How-To Manual
(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:	(Q) use a variety of strategies to acquire information from electronic resources	(i) use a variety of strategies to acquire information from electronic resources	Skills for Real World Survival	
(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:	(Q) use a variety of strategies to acquire information from electronic resources	(i) use a variety of strategies to acquire information from electronic resources	Researching Strategies & Tactics	
(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:	(R) acquire electronic information in a variety of formats	(i) acquire electronic information in a variety of formats	Internet Basics	Project - Research the Research; Project - Internet How-To Manual
(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:	(S) use research skills and electronic communications	(i) use research skills	Skills for Real World Survival	



Knowledge and Skills Statement	Student Expectation	Breakout	Lesson	Activity, Project, Handout, etc.
(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:	(S) use research skills and electronic communications	(i) use research skills	Researching Strategies & Tactics	Project - Historical Figure Essay; Project - Poster
(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:	(S) use research skills and electronic communications	(ii) use electronic communications	Microsoft Outlook 2013 Basics or Microsoft Outlook 2016 Basics	Project- Atomsville E-mail
(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:	(S) use research skills and electronic communications	(ii) use electronic communications	Workplace Technology	Project - Technology in the Workplace
(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:	(T) format digital information for appropriate and effective communication in a product by defining the purpose, identifying the intended audience, and using the principles of page design such as leading, kerning, automatic text flow into linked columns, widows, orphans, and text wrap	(i) format digital information for appropriate and effective communication in a product by defining the purpose	Introduction to Digital Communications	Project - Create a Master Template; Activity - Advertisement; Project - Design; Project - Magazine
(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:	(T) format digital information for appropriate and effective communication in a product by defining the purpose, identifying the intended audience, and using the principles of page design such as leading, kerning, automatic text flow into linked columns, widows, orphans, and text wrap	(i) format digital information for appropriate and effective communication in a product by defining the purpose	Web Content	Project - Web Design Critique
(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:	(T) format digital information for appropriate and effective communication in a product by defining the purpose, identifying the intended audience, and using the principles of page design such as leading, kerning, automatic text flow into linked columns, widows, orphans, and text wrap	(i) format digital information for appropriate and effective communication in a product by defining the purpose	Telecommunications Basics	

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson	Activity, Project, Handout, etc.
(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:	(T) format digital information for appropriate and effective communication in a product by defining the purpose, identifying the intended audience, and using the principles of page design such as leading, kerning, automatic text flow into linked columns, widows, orphans, and text wrap	(ii) format digital information for appropriate and effective communication in a product by identifying the intended audience	Introduction to Digital Communications	Project - Create a Master Template; Activity - Advertisement; Project - Design; Project - Magazine
(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:	(T) format digital information for appropriate and effective communication in a product by defining the purpose, identifying the intended audience, and using the principles of page design such as leading, kerning, automatic text flow into linked columns, widows, orphans, and text wrap	(ii) format digital information for appropriate and effective communication in a product by identifying the intended audience	Web Content	Project - Web Design Critique
(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:	(T) format digital information for appropriate and effective communication in a product by defining the purpose, identifying the intended audience, and using the principles of page design such as leading, kerning, automatic text flow into linked columns, widows, orphans, and text wrap	(ii) format digital information for appropriate and effective communication in a product by identifying the intended audience	Telecommunications Basics	
(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:	(T) format digital information for appropriate and effective communication in a product by defining the purpose, identifying the intended audience, and using the principles of page design such as leading, kerning, automatic text flow into linked columns, widows, orphans, and text wrap	(iii) format digital information for appropriate and effective communication in a product by using the principles of page design	Introduction to Digital Communications	Project - Create a Master Template; Activity - Advertisement; Project - Design; Project - Magazine
(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:	(T) format digital information for appropriate and effective communication in a product by defining the purpose, identifying the intended audience, and using the principles of page design such as leading, kerning, automatic text flow into linked columns, widows, orphans, and text wrap	(iii) format digital information for appropriate and effective communication in a product by using the principles of page design	Web Content	Project - Web Design Critique

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson	Activity, Project, Handout, etc.
(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:	(T) format digital information for appropriate and effective communication in a product by defining the purpose, identifying the intended audience, and using the principles of page design such as leading, kerning, automatic text flow into linked columns, widows, orphans, and text wrap	(iii) format digital information for appropriate and effective communication in a product by using the principles of page design	Telecommunications Basics	
(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:	(U) apply desktop publishing to create products using word processing programs, editing products, or drawing programs; design elements such as text, graphics, headlines, color, white space; typography concepts, including font size and style; and graphic design concepts such as contrast, alignment, repetition, and proximity	(i) apply desktop publishing to create products using word processing programs, editing products, or drawing programs	Introduction to Microsoft Office 2013 or Introduction to Microsoft Office 2016	Project - Business Partnership Report; Project - Media Plan Portfolio; Project - Database Design; Project - Business Contact Table
(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:	(U) apply desktop publishing to create products using word processing programs, editing products, or drawing programs; design elements such as text, graphics, headlines, color, white space; typography concepts, including font size and style; and graphic design concepts such as contrast, alignment, repetition, and proximity	(ii) apply desktop publishing to create products using design elements	Introduction to Microsoft Office 2013 or Introduction to Microsoft Office 2016	Project - Business Partnership Report; Project - Business Partnership Plan Presentation; Project - Media Plan Portfolio
(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:	(U) apply desktop publishing to create products using word processing programs, editing products, or drawing programs; design elements such as text, graphics, headlines, color, white space; typography concepts, including font size and style; and graphic design concepts such as contrast, alignment, repetition, and proximity	(iii) apply desktop publishing to create products using typography concepts, including font size	Introduction to Microsoft Office 2013 or Introduction to Microsoft Office 2016	Project - Business Partnership Report; Project - Business Partnership Plan Presentation; Project - Database Design

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson	Activity, Project, Handout, etc.
(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:	(U) apply desktop publishing to create products using word processing programs, editing products, or drawing programs; design elements such as text, graphics, headlines, color, white space; typography concepts, including font size and style; and graphic design concepts such as contrast, alignment, repetition, and proximity	(iv) apply desktop publishing to create products using typography concepts, including font style	Introduction to Microsoft Office 2013 or Introduction to Microsoft Office 2016	Project - Business Partnership Plan Presentation; Project - Database Design
(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:	(U) apply desktop publishing to create products using word processing programs, editing products, or drawing programs; design elements such as text, graphics, headlines, color, white space; typography concepts, including font size and style; and graphic design concepts such as contrast, alignment, repetition, and proximity	(v) apply desktop publishing to create products using graphic design concepts	Introduction to Microsoft Office 2013 or Introduction to Microsoft Office 2016	Project - Business Partnership Plan Presentation; Project - Database Design
(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:	(V) develop and reference technical documentation	(i) develop technical documentation	Introduction to Microsoft Office 2013 or Introduction to Microsoft Office 2016	Project - Business Partnership Report; Project - Media Plan Portfolio
(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:	(V) develop and reference technical documentation	(ii) reference technical documentation	Introduction to Microsoft Office 2013 or Introduction to Microsoft Office 2016	Project - Business Partnership Media Plan; Project - Business Contact Table; Project - Business Contacts Query & Report
(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:	(W) deliver digital products in a variety of appropriate media	(i) deliver digital products in a variety of appropriate media	Introduction to Microsoft Office 2013 or Introduction to Microsoft Office 2016	Project - Business Partnership Plan Presentation; Project - Database Design; Project - Company Grand Opening Flier