TEKS CORRELATIONS & SUGGESTED PACING GUIDE

Professional Communications

iCEV Business & Marketing Site

Meets 100% of TEKS

82 days of teaching material

Professional Communications

Scope & Sequence	Lesson Title	Knowledge and Skills	
1	Introduction to Professional Communications	(2) The student applies professional communications strategies. The student is expected to:	(H) exhibit public relations skills
		(10) The student develops an understanding of professional communications through exploration of the career cluster. The student is expected to:	(B) demonstrate knowledge of various communication processes in professional contexts by (vi) identifying types and effects of nonverbal communication
		10.B.vi.1	identifying types of nonverbal communication
		10.B.vi.2	identifying effects of nonverbal communication
		(10) The student develops an understanding of professional communications through exploration of the career cluster. The student is expected to:	(B) demonstrate knowledge of various communication processes in professional contexts by (vii) recognizing the importance of effective nonverbal strategies
		(10) The student develops an understanding of professional communications through exploration of the career cluster. The student is expected to:	(B) demonstrate knowledge of various communication processes in professional contexts by (viii) identifying the components of the listening process
		(10) The student develops an understanding of professional communications through exploration of the career cluster. The student is expected to:	(B) demonstrate knowledge of various communication processes in professional contexts by (ix) identifying specific kinds of listening
		(10) The student develops an understanding of professional communications through exploration of the career cluster. The student is expected to:	(B) demonstrate knowledge of various communication processes in professional contexts by (xi) identifying and analyzing ethical and social responsibilities of communicators
		10.B.xi.1	identifying ethical responsibilities of communicators
		10.B.xi.2	identifying social responsibilities of communicators
		10.B.xi.3	analyzing ethical responsibilities of communicators
		10.B.xi.4	analyzing social responsibilities of communicators
		(10) The student develops an understanding of professional communications through exploration of the career cluster. The student is expected to:	(B) demonstrate knowledge of various communication processes in professional contexts by (xii) recognizing and analyzing appropriate channels of communication in organizations
		10.B.xii.1	recognizing appropriate channels of communication in organizations
		10.B.xii.2	analyzing appropriate channels of communication in organizations
		(10) The student develops an understanding of professional communications through exploration of the career cluster. The student is expected to:	(C) use appropriate interpersonal communication strategies in professional contexts by (i) identifying types and purposes of professional communications
		10.C.i.1	identifying types of professional communications
		10.C.i.2	identifying purposes of professional communications
		(10) The student develops an understanding of professional communications through exploration of the career cluster. The student is expected to:	(C) use appropriate interpersonal communication strategies in professional contexts by (ii) employing appropriate verbal, nonverbal, and listening skills
		10.C.ii.1	employing appropriate verbal skills
		10.C.ii.2	employing appropriate nonverbal skills
		10.C.ii.3	employing appropriate listening skills

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		(10) The student develops an understanding of professional communications through exploration of the career cluster. The student is expected to:	(C) use appropriate interpersonal communication strategies in professional contexts by (iv) using professional etiquette and protocol in situations
		10.C.iv.1	using professional etiquette in situations
		10.C.iv.2	using professional protocol in situations
		(10) The student develops an understanding of professional communications through exploration of the career cluster. The student is expected to:	(C) use appropriate interpersonal communication strategies in professional contexts by (vii) communicating effectively in interviews
		(10) The student develops an understanding of professional communications through exploration of the career cluster. The student is expected to:	(E) make and evaluate formal and informal professional presentations by (x) participating in an informative or persuasive group discussion
		(10) The student develops an understanding of professional communications through exploration of the career cluster. The student is expected to:	(E) make and evaluate formal and informal professional presentations by (xi) making individual presentations to inform, persuade, or motivate an audience
		10.E.xi.1	making individual presentations to inform or motivate an audience
		10.E.xi.2	making individual presentations to persuade or motivate an audience
		(10) The student develops an understanding of professional communications through exploration of the career cluster. The student is expected to:	(E) make and evaluate formal and informal professional presentations by (xiii) applying critical-listening strategies to evaluate presentations
5 class periods		(10) The student develops an understanding of professional communications through exploration of the career cluster. The student is expected to:	(E) make and evaluate formal and informal professional presentations by (xiv) evaluating effectiveness of presentations
2	Communication Styles	(1) The student applies English language arts in professional communications projects. The student is expected to:	(C) identify assumptions, purpose, outcomes, solutions, and propaganda techniques
		1.C.1	identify assumptions
		1.C.2	identify purpose
		1.C.3	identify outcomes
		1.C.4	identify solutions
		1.C.5	identify propaganda techniques
		(2) The student applies professional communications strategies. The student is expected to:	(G) listen to and speak with diverse individuals; and
		2.G.1	listen to diverse individuals
		2.G.2	speak with diverse individuals
		(8) 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, including concepts related to persuasiveness, marketing, and point of view
		8.C.1	analyze the impact of communications on society, including concepts related to persuasiveness
		8.C.2	analyze the impact of communications on society, including concepts related to marketing
		8.C.3	analyze the impact of communications on society, including concepts related to point of view

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Scope & Sequence	Lesson Title	Knowledge and Skills	
		(10) The student develops an understanding of professional communications through exploration of the career cluster. The student is expected to:	(B) demonstrate knowledge of various communication processes in professional contexts by (i) explaining the importance of effective communication skills in professional contexts
		(10) The student develops an understanding of professional communications through exploration of the career cluster. The student is expected to:	(B) demonstrate knowledge of various communication processes in professional contexts by (ii) identifying the components and functions of the communication process
		10.B.ii.1	identifying the components of the communication process
		10.B.ii.2	identifying the functions of the communication process
		(10) The student develops an understanding of professional communications through exploration of the career cluster. The student is expected to:	(B) demonstrate knowledge of various communication processes in professional contexts by (iv) identifying the characteristics of oral language
4 class periods		(10) The student develops an understanding of professional communications through exploration of the career cluster. The student is expected to:	(C) use appropriate interpersonal communication strategies in professional contexts by (vi) participating appropriately in conversations
3	Introduction to Digital Communication	(10) The student develops an understanding of professional communications through exploration of the career cluster. The student is expected to:	(F) use a variety of strategies to acquire information from electronic resources
		(10) The student develops an understanding of professional communications through exploration of the career cluster. The student is expected to:	(G) acquire electronic information in a variety of formats
		(10) The student develops an understanding of professional communications through exploration of the career cluster. The student is expected to:	(I) format digital information for appropriate and effective communication by (i) defining the purpose of a product
		(10) The student develops an understanding of professional communications through exploration of the career cluster. The student is expected to:	(I) format digital information for appropriate and effective communication by (ii) identifying the intended audience
		(10) The student develops an understanding of professional communications through exploration of the career cluster. The student is expected to:	(J) apply desktop publishing to create products by (ii) applying design elements
		(10) The student develops an understanding of professional communications through exploration of the career cluster. The student is expected to:	(J) apply desktop publishing to create products by (iii) applying typography concepts, including font, size, and style
		10.J.iii.1	applying typography concepts, including font
		10.J.iii.2	applying typography concepts including size
		10.J.iii.3	applying typography concepts, including style
		(10) The student develops an understanding of professional communications through exploration of the career cluster. The student is expected to:	(J) apply desktop publishing to create products by (iv) applying graphic design concepts
		(10) The student develops an understanding of professional communications through exploration of the career cluster. The student is expected to:	(J) apply desktop publishing to create products by (v) editing products
5 class periods		(10) The student develops an understanding of professional communications through exploration of the career cluster. The student is expected to:	(K) deliver digital products in a variety of appropriate media

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4	Introduction to Microsoft® Office 2010	(4) The student applies information technology applications. The student is expected to:	(A) use personal information management, email, Internet, writing and publishing, presentation, and spreadsheet or database applications for professional communications projects
		4.A.1	use personal information management for professional communications projects
		4.A.2	use e-mail for professional communications projects
		4.A.3	use Internet for professional communications projects
		4.A.4	use writing and publishing for professional communications projects
		4.A.5	use spreadsheet or database applications for professional communications projects
		(10) The student develops an understanding of professional communications through exploration of the career cluster. The student is expected to:	(I) format digital information for appropriate and effective communication by (iii) using the principles of page design to create a product, including leading, kerning, automatic text flow into linked columns, widows, orphans, and text wrap
		10.I.iii.1	using the principles of page design to create a product, including leading
		10.I.iii.2	using the principles of page design to create a product, including kerning
		10.I.iii.3	using the principles of page design to create a product, including automatic text flow into linked columns
		10.I.iii.4	using the principles of page design to create a product, including widows
		10.I.iii.5	using the principles of page design to create a product, including automatic text flow into linked orphans
		10.I.iii.6	using the principles of page design to create a product, including automatic text flow into linked text wrap
		(10) The student develops an understanding of professional communications through exploration of the career cluster. The student is expected to:	(I) format digital information for appropriate and effective communication by (iv) creating a master template that includes page specifications and other repetitive tasks
		10.I.iv.1	creating a master template that includes page specifications
		10.I.iv.2	creating a master template that includes other repetitive tasks
		(10) The student develops an understanding of professional communications through exploration of the career cluster. The student is expected to:	(J) apply desktop publishing to create products by (i) using word processing, graphics, or drawing programs
		10.J.i.1	using word processing programs
12 class periods		10.J.i.2	using graphics programs

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Scope & Sequence	Lesson Title	Knowledge and Skills	
5	Researching Strategies & Tactics	(1) The student applies English language arts in professional communications projects. The student is expected to:	(E) evaluate oral and written information; and
		1.E.1	evaluate oral information
		1.E.2	evaluate written information
		(1) 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
		1.F.1	research topics for the preparation of oral communications
		1.F.2	research topics for the preparation of written communications
		(2) The student applies professional communications strategies. The student is expected to:	(C) interpret and communicate information, data, and observations
		2.C.2	interpret data
		(10) The student develops an understanding of professional communications through exploration of the career cluster. The student is expected to:	(B) demonstrate knowledge of various communication processes in professional contexts by (x) recognizing the importance of using accurate and complete information as a basis for making communication decisions
		10.B.x.1	recognizing the importance of using accurate information as a basis for making communication decisions
		10.B.x.2	recognizing the importance of using complete information as a basis for making communication decisions
		(10) The student develops an understanding of professional communications through exploration of the career cluster. The student is expected to:	(H) use research skills and electronic communications
		10.H.1	use research skills
		10.H.2	use electronic communications
		(10) The student develops an understanding of professional communications through exploration of the career cluster. The student is expected to:	(J) apply desktop publishing to create products by (vi) developing and referencing technical documentation
		10.J.vi.1	developing technical documentation
6 class periods		10.J.vi.2	referencing technical documentation
6	Written Communication Practices	(1) 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
		1.B.1	use correct grammar to write documents
		1.B.2	use correct punctuation to write documents
		1.B.3	use correct terminology to write documents
		1.B.4	use correct grammar to edit documents
		1.B.5	use correct punctuation to edit documents
		1.B.6	use correct terminology to edit documents
		(1) 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
		1.D.1	compose copy for a variety of written documents
		1.D.2	edit copy for a variety of written documents
		(2) The student applies professional communications strategies. The student is expected to:	(B) organize oral and written information
		2.B.1	organize oral information
		2.B.2	organize written information

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Scope & Sequence	Lesson Title	Knowledge and Skills	
		(2) The student applies professional communications strategies. The student is expected to:	(C) interpret and communicate information, data, and observations
		2.C.1	interpret information
		2.C.3	interpret observations
		2.C.4	communicate information
		2.C.5	communicate data
5 class periods		2.C.6	communicate observations
7	Public Speaking Basics	(1) The student applies English language arts in professional communications projects. The student is expected to:	(A) demonstrate use of content, technical concepts, and vocabulary
		1.A.1	demonstrate use of content
		1.A.2	demonstrate use of technical concepts
		1.A.3	demonstrate use of vocabulary
		(2) The student applies professional communications strategies. The student is expected to:	(A) adapt language for audience, purpose, situation, and intent
		2.A.1	adapt language for audience
		2.A.2	adapt language for purpose
		2.A.3	adapt language for situation
		2.A.4	adapt language for intent
		(2) The student applies professional communications strategies. The student is expected to:	(D) present formal and informal presentations
		2.D.1	present formal presentations
		2.D.2	present informal presentations
		(10) The student develops an understanding of professional communications through exploration of the career cluster. The student is expected to:	(B) demonstrate knowledge of various communication processes in professional contexts by (iii) identifying standards for making appropriate communication choices
		(10) The student develops an understanding of professional communications through exploration of the career cluster. The student is expected to:	(C) use appropriate interpersonal communication strategies in professional contexts by (v) using clear and appropriate communications with others
		10.C.v.1	using clear communications with others
		10.C.v.2	using appropriate communications with others
		(10) The student develops an understanding of professional communications through exploration of the career cluster. The student is expected to:	(C) use appropriate interpersonal communication strategies in professional contexts by (ix) analyzing and evaluating the effectiveness of communications
		10.C.ix.1	analyzing the effectiveness of communications
		10.C.ix.2	evaluating the effectiveness of communications
		(10) The student develops an understanding of professional communications through exploration of the career cluster. The student is expected to:	(E) make and evaluate formal and informal professional presentations by (i) analyzing the audience, occasion, and purpose
5 class periods		10.E.i.1	analyzing the audience

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Scope & Sequence	Lesson Title	Knowledge and Skills	
8 6 class periods	Extemporaneous Speaking	(9) The student applies technical skills for efficiency. The student is expected to:	(A) employ planning and time-management skills to relate to professional communications
		9.A.1	employ planning skills to relate to professional communications
		9.A.2	employ time-management skills to relate to professional communications
9	Presentation Strategies & Tactics	(2) The student applies professional communications strategies. The student is expected to:	(E) apply active listening skills
		(2) The student applies professional communications strategies. The student is expected to:	(F) develop and interpret tables, charts, and figures
		2.F.1	develop tables
		2.F.2	develop charts
		2.F.3	develop figures
		2.F.4	interpret tables
		2.F.5	interpret charts
		2.F.6	interpret figures
		(10) The student develops an understanding of professional communications through exploration of the career cluster. The student is expected to:	(B) demonstrate knowledge of various communication processes in professional contexts by (v) analyzing standards for using informal, standard, and technical language appropriately
		10.B.v.1	analyzing standards for using informal language appropriately
		10.B.v.2	analyzing standards for using standard language appropriately
		10.B.v.3	analyzing standards for using technical language appropriately
		(10) The student develops an understanding of professional communications through exploration of the career cluster. The student is expected to:	(C) use appropriate interpersonal communication strategies in professional contexts by (iii) using communication management skills
		(10) The student develops an understanding of professional communications through exploration of the career cluster. The student is expected to:	(E) make and evaluate formal and informal professional presentations by (i) analyzing the audience, occasion, and purpose
		10.E.i.2	analyzing the occasion
		10.E.i.3	analyzing the purpose
		(10) The student develops an understanding of professional communications through exploration of the career cluster. The student is expected to:	(E) make and evaluate formal and informal professional presentations by (ii) determining specific topics and purposes for presentations
		10.E.ii.1	determining specific topics for presentations
		10.E.ii.2	determining specific purposes for presentations
		(10) The student develops an understanding of professional communications through exploration of the career cluster. The student is expected to:	(E) make and evaluate formal and informal professional presentations by (iii) researching topics using primary and secondary sources
		10.E.iii.1	researching topics using primary sources
		10.E.iii.2	researching topics using secondary sources
		(10) The student develops an understanding of professional communications through exploration of the career cluster. The student is expected to:	(E) make and evaluate formal and informal professional presentations by (iv) using effective strategies to organize presentations

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Scope & Sequence	Lesson Title	Knowledge and Skills	
		(10) The student develops an understanding of professional communications through exploration of the career cluster. The student is expected to:	(E) make and evaluate formal and informal professional presentations by (v) using information to support points in presentations
		(10) The student develops an understanding of professional communications through exploration of the career cluster. The student is expected to:	(E) make and evaluate formal and informal professional presentations by (vi) preparing scripts or notes for presentations
		(10) The student develops an understanding of professional communications through exploration of the career cluster. The student is expected to:	(E) make and evaluate formal and informal professional presentations by (vii) using visual or auditory aids to enhance presentations
		(10) The student develops an understanding of professional communications through exploration of the career cluster. The student is expected to:	(E) make and evaluate formal and informal professional presentations by (ix) using effective verbal and nonverbal strategies in presentations
		10.E.ix.1	using effective verbal strategies in presentations
		10.E.ix.2	using effective nonverbal strategies in presentations
5 class periods		(10) The student develops an understanding of professional communications through exploration of the career cluster. The student is expected to:	(E) make and evaluate formal and informal professional presentations by (xii) participating in question-and-answer sessions following presentations
10	Leadership Styles	(10) The student develops an understanding of professional communications through exploration of the career cluster. The student is expected to:	(C) use appropriate interpersonal communication strategies in professional contexts by (viii) identifying and using appropriate strategies for dealing with differences
		10.C.viii.1	identifying appropriate strategies for dealing with differences
		10.C.viii.2	using appropriate strategies for dealing with differences
		(10) The student develops an understanding of professional communications through exploration of the career cluster. The student is expected to:	(D) communicate effectively in professional group contexts by (i) identifying types and purposes of groups
		10.D.i.1	identifying types of groups
		10.D.i.2	identifying purposes of groups
		(10) The student develops an understanding of professional communications through exploration of the career cluster. The student is expected to:	(D) communicate effectively in professional group contexts by (ii) analyzing group dynamics and processes
		10.D.ii.1	analyzing group dynamics
		10.D.ii.2	analyzing group processes
		(10) The student develops an understanding of professional communications through exploration of the career cluster. The student is expected to:	(D) communicate effectively in professional group contexts by (v) using appropriate verbal, nonverbal, and listening strategies
		10.D.v.1	using appropriate verbal strategies
		10.D.v.2	using appropriate nonverbal strategies
		10.D.v.3	using appropriate listening strategies
		(10) The student develops an understanding of professional communications through exploration of the career cluster. The student is expected to:	(D) communicate effectively in professional group contexts by (vi) identifying and analyzing leadership styles
		10.D.vi.1	identifying leadership styles
		10.D.vi.2	analyzing leadership styles

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4 class periods		(10) The student develops an understanding of professional communications through exploration of the career cluster. The student is expected to:	(D) communicate effectively in professional group contexts by (ix) analyzing and evaluating group effectiveness
		10.D.ix.1	analyzing group effectiveness
		10.D.ix.2	evaluating group effectiveness
11 4 class periods	Parliamentary Procedure Guidelines	(10) The student develops an understanding of professional communications through exploration of the career cluster. The student is expected to:	(D) communicate effectively in professional group contexts by (iii) identifying and analyzing the roles of group members
		10.D.iii.1	identifying the roles of group members
		10.D.iii.2	analyzing the roles of group members
		(10) The student develops an understanding of professional communications through exploration of the career cluster. The student is expected to:	(D) communicate effectively in professional group contexts by (iv) demonstrating skills for assuming productive roles in groups
		(10) The student develops an understanding of professional communications through exploration of the career cluster. The student is expected to:	(D) communicate effectively in professional group contexts by (vii) using effective communication strategies in leadership roles
		(10) The student develops an understanding of professional communications through exploration of the career cluster. The student is expected to:	(D) communicate effectively in professional group contexts by (viii) using effective communication strategies for solving problems, managing conflicts, and building consensus in groups
		10.D.viii.1	using effective communication strategies for solving problems in groups
		10.D.viii.2	using effective communication strategies for managing conflicts in groups
		10.D.viii.3	using effective communication strategies for building consensus in groups

Professional Communications

CONTENT LESSONS

Scope & Sequence	Lesson Title	TEKS	Days of Teaching
2	Communication Styles	1.C; 1.C.1; 1.C.2; 1.C.3; 1.C.4; 1.C.5; 2.G; 2.G.1; 2.G.2; 8.C; 8.C.1; 8.C.2; 8.C.3; 10.B.i; 10.B.ii; 10.B.ii.1; 10.B.ii.2; 10.B.iv; 10.C.vi	4
3	Introduction to Digital Communication	10.F; 10.G; 10.I.i; 10.I.ii; 10.J.ii; 10.J.iii; 10.J.iii.1; 10.J.iii.2; 10.J.iii.3; 10.J.iv; 10.J.v; 10.K	5
4	Introduction to Microsoft® Office 2010	4.A; 4.A.1; 4.A.2; 4.A.3; 4.A.4; 4.A.5; 10.I.iii; 10.I.iii.1; 10.I.iii.2; 10.I.iii.3; 10.I.iii.4; 10.I.iii.5; 10.iii.6; 10.I.iv; 10.I.iv.1; 10.I.iv.2; 10.J; 10.J.i.1; 10.J.i.2	12
5	Researching Strategies & Tactics	1.E; 1.E.1; 1.E.2; 1.F; 1.F.1; 1.F.2; 2.C; 2.C.2; 10.B; 10.B.x.1; 10.B.x.2; 10.H; 10.H.1; 10.H.2; 10.J.vi; 10.J.vi.1; 10.j.vi.2	6
6	Written Communication Practices	1.B; 1.B.1; 1.B.2; 1.B.3; 1.B.4; 1.B.5; 1.B.6; 1.D; 1.D.1; 1.D.2; 2.B; 2.B.1; 2.B.2; 2.C; 2.C.1; 2.C.2; 2.C.3; 2.C.4; 2.C.5; 2.C.6	5
7	Public Speaking Basics	1.A; 1.A.1; 1.A.2; 1.A.3; 2.A; 2.A.1; 2.A.2; 2.A.3; 2.A.4; 2.D; 2.D.1; 2.D.2; 10.B.iii; 10.C.v; 10.C.v.1; 10.C.v.2; 10.C.ix; 10.C.ix.1; 10.C.ix.2; 10.E.i; 10.E.i.1	5
8	Extemporaneous Speaking	9.A; 9.A.1; 9.A.2	6
9	Presentation Strategies & Tactics	2.E; 2.F; 2.F.1; 2.F.2; 2.F.3; 2.F.4; 2.F.5; 2.F.6; 10.B.v.1; 10.B.v.2; 10.B.v.3; 10.C.iii; 10.E.i; 10.E.i.2; 10.E.i.3; 10.E.ii; 10.E.ii.1; 10.E.ii.2; 10.E.iii; 10.E.iii.1; 10.E.iii.2; 10.E.iv; 10.E.v; 10.E.vi; 10.E.vii; 10.E.ix; 10.E.ix.1; 10.E.ix.2; 10.E.xii	5
10	Leadership Styles	10.C.viii; 10.C.viii.1, 10.C.viii.2; 10.D.i; 10.D.i.1; 10.D.i.2; 10.D.ii.1; 10.D.ii.2; 10.D.v; 10.D.v.1; 10.D.v.2; 10.D.v.3; 10.D.vi; 10.D.vi.1; 10.D.vi.2; 10.D.ix; 10.D.ix.1; 10.D.ix.2	4
11	Parliamentary Procedure Guidelines	10.D.iii; 10.D.iii.1; 10.D.iii.2; 10.D.iv; 10.D.vii; 10.D.viii; 10.D.viii.1; 10.D.viii.1; 10.D.viii.2; 10.D.viii.3	4

CAREER GUIDANCE & EXPLORATION

Scope & Sequence	Lesson Title	TEKS	Days of Teaching
12	Introduction to Career Clusters	5.B; 5.B.1; 5.B.2; 5.B.3; 5.B.4; 5.C; 10.A.i; 10.A.i.1; 10.A.i.2; 10.A.ii; 10.A.ii.1; 10.A.ii.2; 10.A.iii; 10.A.iii.1; 10.A.iii.2; 10.A.iv	10
13	Skills for Real World Survival	3.A; 3.A.1; 3.A.2; 3.A.3; 3.A.4; 5.A; 5.A.1; 5.A.2; 7.A; 7.A.1; 7.A.2; 8.A; 8.B.1; 8.B.2; 10.E.viii; 10.E.viii.1; 10.E.viii.2; 10.E.viii.3	7
14	Workplace Issues	6.A; 6.A.1; 6.A.2; 6.A.3; 6.A.4	4

VIRTUAL JOB DESCRIPTIONS

- Caitlin Codella, Senior Manager, Programs, U.S. Chamber of Commerce
- Jennifer Johns, Executive Director, Ronald McDonald House, Ft. Worth, TX
- Jamie Gill, President, Shotz Energy Drinks
- Amy Converse-Schlicksup, Vice President, Converse Marketing
- Javier Moreno, Assistant Manager, Corporate Communications, Toyota
- Ann Compton, Whitehouse Correspondent, ABC News
- Bryan Mudd, News Anchor, KAMC-TV, Lubbock, TX
- Desmond Howard, College Football Analyst, ESPN College GameDay
- Robert Giovannetti, Producer, Radio Show & Magazine, Red Raider Sports

Other Related Lessons

- Jobs, Careers & Education
- Emily Post, Who?
- Eating with Emily Post
- Dressing, Emily Post Style
- Conflict Management
- Business Letters & Memos
- Business Reports & Newsletters
- Cover Letters & Résumés
- Telecommunications Basics
- Web Ethics & Safety

CAREER GUIDANCE & EXPLORATION

Scope & Sequence	Lesson Title	Knowledge and Skills	
12	Introduction to Career Clusters	(5) 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
		5.B.1	analyze the history of the various related fields of study
		5.B.2	analyze the evolution of the various related fields of study
		5.B.3	summarize the history of the various related fields of study
		5.B.4	summarize the history of the various related fields of study
		(5) 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
		(10) The student develops an understanding of professional communications through exploration of the career cluster. The student is expected to:	(A) develop an understanding of the evolution of the career cluster by (i) explaining the history and evolution of career cluster fields
		10.A.i.1	explaining the history of career cluster fields
		10.A.i.2	explaining the evolution of career cluster fields
		(10) The student develops an understanding of professional communications through exploration of the career cluster. The student is expected to:	(A) develop an understanding of the evolution of the career cluster by (ii) defining and using related terminology
		10.A.ii.1	defining related terminology
		10.A.ii.2	using related terminology
		(10) The student develops an understanding of professional communications through exploration of the career cluster. The student is expected to:	(A) develop an understanding of the evolution of the career cluster by (iii) analyzing foundation elements and principles of career fields
		10.A.iii.1	analyzing foundation elements of career fields
		10.A.iii.2	analyzing principles of career fields
10 class periods		(10) The student develops an understanding of professional communications through exploration of the career cluster. The student is expected to:	(A) develop an understanding of the evolution of the career cluster by (iv) analyzing the communicative effects of career fields

Professional Communications

Scope & Sequence	Lesson Title	Knowledge and Skills	
13 7 class periods	Skills for Real World Survival	(3) The student understands and examines problem-solving methods. The student is expected to:	(A) employ critical-thinking and interpersonal skills independently and in teams to solve problems
		3.A.1	employ critical-thinking skills independently to solve problems
		3.A.2	employ interpersonal skills independently to solve problems
		3.A.3	employ critical-thinking skills in teams to solve problems
		3.A.4	employ interpersonal skills in teams to solve problems
		(5) The student understands communications systems. The student is expected to:	(A) describe the nature and types of businesses
		5.A.1	describe the nature of businesses
		5.A.2	describe the types of businesses
		(7) The student develops leadership characteristics. The student is expected to:	(A) participate in student leadership and professional development activities
		7.A.1	participate in student leadership activities
		7.A.2	participate in student professional development activities
		(8) The student applies ethical decision making and understands and complies with laws regarding use of technology in communications. The student is expected to:	(A) exhibit ethical conduct
		(8) 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
		8.B.1	discuss copyright laws in relation to fair use of materials
		8.B.2	discuss copyright laws in relation to duplication of materials
		(10) The student develops an understanding of professional communications through exploration of the career cluster. The student is expected to:	(E) make and evaluate formal and informal professional presentations by (viii) using appropriate techniques to manage communication apprehension, build self-confidence, and gain command of the information
		10.E.viii.1	using appropriate techniques to manage communication apprehension
		10.E.viii.2	using appropriate techniques to build self-confidence
		10.E.viii.3	using appropriate techniques to gain command of the information
14 4 class periods	Workplace Issues	(6) The student applies safety regulations. The student is expected to:	(A) implement personal and classroom safety rules and regulations
		6.A.1	implement personal safety rules
		6.A.2	implement classroom safety rules
		6.A.3	implement personal safety regulations
		6.A.4	implement classroom safety regulations

VIRTUAL JOB DESCRIPTIONS	
	Caitlin Codella, Senior Manager, Programs, U.S. Chamber of Commerce
	Jennifer Johns, Executive Director, Ronald McDonald House, Ft. Worth, TX
	Jamie Gill, President, Shotz Energy Drinks
	Amy Converse-Schlicksup, Vice President, Converse Marketing
	Javier Moreno, Assistant Manager, Corporate Communications, Toyota
	Ann Compton, Whitehouse Correspondent, ABC News
	Bryan Mudd, News Anchor, KAMC-TV, Lubbock, TX
	Desmond Howard, College Football Analyst, ESPN College GameDay
	Robert Giovannetti, Producer, Radio Show & Magazine, Red Raider Sports

Other Related Lessons
Jobs, Careers & Education
Emily Post, Who?
Eating with Emily Post
Dressing, Emily Post Style
Conflict Management
Business Letters & Memos
Business Reports & Newsletters
Cover Letters & Résumés
Telecommunications Basics
Web Ethics & Safety