

CTE Business Communications

- PS 1 Student communicates effectively for the business environment.
- PS 2 Student communicates using Direct-Order messages.
- PS 3 Student communicates using Indirect-Order messages.
- PS 4 Student communicates using Persuasive messages.
- PS 5 Student can identify, analyze, and prepare effective reports for business.
- PS 6 Student can identify and evaluate sources, analyze and write effective research for business.
- PS 7 Student can identify, analyze, and prepare brief correspondence and employment communication documents.
- PS 8 Student can demonstrate effective leadership in the workplace.
- PS 9 Student demonstrates listening and speaking skills appropriate to the business environment.
- PS 10 Describe and demonstrate appropriate etiquette and ethics in the work place.
- PS 11 9-10.RST.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.
- PS 12 9-10.RST.7 Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.
- PS 13 9-10.WHST.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.
- PS 14 9-10.WHST.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation

Language Arts crossover (Common Core)

- P11 Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. (12.RI.5)
- P11 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (12.W.1)
- P11 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (12.W.4)
- P11 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. (12.W.6)
- P11 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (12.W.8)
- P11 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (12.L.1)
- P11 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (12.L.2)
- P11 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (12.L.5)

P11 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. (12.L.6)

P11 Present information, findings, and supportive evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. (12.SL.4)