

# Professional Writing, Research, and Communication Curriculum

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**ELA K-12 PRIORITY STANDARDS MAP**

K	1	2	3-5	6-8	9-12
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**READING FOUNDATIONAL SKILLS**

RF1 Print Concepts					
RF2 Phonological Awareness					
RF3 Phonics and Word Recognition					
	RF4 Fluency				

**READING**

R1 Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.					
				R4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	
				R6 Assess how point of view or purpose shapes the content and style of a text, drawing on a wide range of diverse texts.	
		R9 Analyze and evaluate texts using knowledge of literary forms, elements, and devices through a variety of lenses and perspectives.			

**WRITING**

W2 Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.					
		W5 Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.			

**SPEAKING AND LISTENING**

SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.					
		SL4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.			

**ELA PRIORITY STANDARDS MAP**

K	1	2	3-5	6-8	9-12
LANGUAGE					
L4 Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.					
			L5 Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking.		
L6 Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing.					

ENGLISH PRIORITY STANDARDS BY UNIT				
HS Grade Level Priority Standards	Unit 1	Unit 2	Unit 3	Unit 4
R1 Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.		x		x
R4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.		x		
R6 Assess how point of view or purpose shapes the content and style of a text, drawing on a wide range of diverse texts.		x		x
W2 Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	x	x		x
SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	x	x	x	
SL4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	x	x	x	
L5 Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking.	x	x	x	x

## Course Information

COURSE TITLE	
<b>CURRICULUM/CONTENT AREA</b>	<b>COURSE LENGTH</b>
English	18 Weeks
<b>GRADE LEVEL</b>	<b>DATE LAST REVIEWED</b>
12	New Course 2023
<b>PREREQUISITE(s) <i>if applicable</i></b>	<b>BOARD APPROVAL DATE</b>
	12/11/2023

## DESIRED RESULTS

*What students will know and be able to do*

COURSE DESCRIPTION AND PURPOSE	
<p>Professional Writing &amp; Communication is the senior English component in Elmbrook’s LAUNCH program. Professional Writing &amp; Communication uses profession-based learning to engage students in real-world project-based learning experiences through collaborations with business and community partners. The course is intended to provide students with the opportunity to develop the creative thinking, problem-solving (research), communication, and presentation skills needed in professional settings. Students will learn how to conduct efficient and authentic research, how to use research to answer real-world questions, and how to present that information to different types of audiences, and using different presentation modes.</p>	
ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<p><b>LITERATE INDIVIDUALS...</b></p> <p><b>READING:</b> Study and explore a range of values, beliefs, and assumptions to answer questions and inform understandings; literate</p>	<p><b>Unit 1: Communicating Like a Professional</b></p> <ul style="list-style-type: none"> <li>How do I create written communications that are clear, concise, and accurately convey my attitudes and beliefs?</li> </ul>

individuals respond to varying expectations of audience, task, purpose, and discipline.

**WRITING:** Make strategic choices routinely for a range of authentic tasks, purposes, and audiences over extended and shorter time frames.

**SPEAKING:** Adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals.

**LISTENING:** Seek to understand a speaker and/or writer's intended message and how their background, situation, or context influences what they say.

**LANGUAGE:** Demonstrate an understanding of how language functions in different contexts, and apply this knowledge to meet communicative goals (*when composing, creating, and speaking*), and to comprehend more fully (*when reading and listening*).

**CLAIMS AND EVIDENCE:** Make claims about subjects, and rely on evidence to support reasoning that justifies the claim, often acknowledging or responding to others' (*possibly opposing*) arguments.

- How do I create written communications that are appropriate to a professional environment?
- How can I present myself confidently and appropriately both in writing and verbally in presentations, face-to-face meetings, and group discussions?
- How can I present my research findings confidently and clearly to a knowledgeable audience?

#### **Unit 2: Professional Research**

- How can I efficiently use appropriate, valid, and reliable sources to find information I need to accomplish the tasks I need to accomplish?
- How can I paraphrase and summarize information I have gathered in order to communicate to a stakeholder?
- How can I create a piece of research writing that clearly, completely, and concisely answers an important research question?
- How can I ensure that an audience understands the legitimacy of the research I've done?

#### **Unit 3: Rhetoric, Persuasive Writing, and Public Speaking in the Professional Arena**

- What motivates people to agree with a proposition?
- What techniques can I use to engage an audience?
- How can I craft a message that engages an audience on an intellectual and emotional level?

#### **Unit 4: Practical Application of Literature**

- How do I utilize appropriate reading strategies to comprehend texts?
- How do I have an organic conversation about a text?
- How can I use ideas gleaned from a text to change my life?

### **PRIORITY STANDARDS**

#### **READING**

R1 Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. (K-12)

R4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. (6-12)

R6 Assess how point of view or purpose shapes the content and style of a text, drawing on a wide range of diverse texts. (6-12)

**WRITING**

W2 Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. (K-12)

W8 Gather relevant information from multiple print, digital, and community sources, assess the credibility and accuracy of each source, and follow a standard citation format. (6-12)

**SPEAKING AND LISTENING**

SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. (K-12)

SL4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. (3-12)

**LANGUAGE**

L5 Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. (6-12)

## Unit 1: Communicating like a Professional

In this ongoing unit, students will learn how professionals communicate with each other and outside stakeholders.

### DESIRED RESULTS

### ASSESSMENT EVIDENCE

#### Essential Questions

*Students will keep considering...*

- How do I create written communications that are appropriate to a professional environment?
- How can I present myself confidently and appropriately, both in writing and verbally, in presentations, face-to-face meetings, and group discussions?

- How can I present my research findings confidently and clearly to a knowledgeable audience?

<b>Unit Priority Standards and Learning Targets</b> <i>Students will know and be able to...</i>		<b>Assessment Evidence</b> <i>Performance is evaluated in terms of...</i> <i>Students will show their learning by...</i>
<b>WRITING Skills</b> W2: Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	<ul style="list-style-type: none"> <li>• I can write both short and long pieces that convey essential information to various stakeholders in a way that is appropriate in professional situations.</li> <li>• I can create presentations for a variety of contexts and tasks.</li> </ul>	<b>Success Criteria Rubrics</b> <ul style="list-style-type: none"> <li>➔ Rubrics (TBD) indicate the specific success criteria by standard and are used throughout the learning process for feedback and reflection</li> </ul> <b>Performance Task Description:</b> <ul style="list-style-type: none"> <li>➔ Emails</li> <li>➔ Research Summaries</li> <li>➔ Presentations</li> <li>➔ Participation in and/or leading Group and One-on-One Meetings</li> </ul> <b>Key Feedback &amp; Assessment Strategies:</b> <ul style="list-style-type: none"> <li>• Modification:               <ul style="list-style-type: none"> <li>○ Templates</li> <li>○ Graphic Organizers</li> </ul> </li> <li>• Extension: Independently originating and proposing presentations. Embedding in an outside organization.</li> </ul>
<b>SPEAKING &amp; LISTENING Skills</b> SL 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.  SL 4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	<ul style="list-style-type: none"> <li>• I can both lead and contribute to group discussions in professional situations.</li> <li>• I can use both verbal and nonverbal skills to effectively deliver a speech.</li> </ul>	
<b>LANGUAGE Skills</b> L5: Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking.	<ul style="list-style-type: none"> <li>• I can create writing and presentations that are appropriate for a variety of contexts and tasks.</li> </ul>	
<b>PRIMARY RESOURCE <i>if applicable</i></b> <i>In this course, all class reads may include...</i>		



## Unit 2: Professional Research

In this ongoing unit, students will learn how to conduct efficient and authentic research, to evaluate the usefulness and trustworthiness of information, and to communicate that information to interested stakeholders.

DESIRED RESULTS		ASSESSMENT EVIDENCE
<b>Essential Questions</b> <i>Students will keep considering...</i>		
<ul style="list-style-type: none"> <li>● How can I efficiently use appropriate, valid, and reliable sources to find information I need to accomplish the tasks I need to accomplish?</li> <li>● How can I paraphrase and summarize information I have gathered in order to communicate to a stakeholder?</li> <li>● How can I create a piece of research writing that clearly, completely, and concisely answers an important research question?</li> <li>● How can I ensure that an audience understands the legitimacy of the research I've done?</li> </ul>		
<b>Unit Priority Standards and Learning Targets</b> <i>Students will know and be able to...</i>		<b>Assessment Evidence</b> <i>Performance is evaluated in terms of...</i> <i>Students will show their learning by...</i>
<b>READING</b> R1: Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.  R6: Assess how point of view or purpose shapes the content and style of a text, drawing on a wide range of diverse texts.	<ul style="list-style-type: none"> <li>● I can read and comprehend complex texts.</li> <li>● I can determine the reliability and validity of sources.</li> <li>● I can find the information I need to answer questions and understand topics- both accurately and efficiently.</li> </ul>	<b>Success Criteria Rubrics</b> <ul style="list-style-type: none"> <li>→ Rubrics indicate the specific success criteria by standard and are used throughout the learning process for feedback and reflection</li> </ul> <b>Performance Task Description:</b> <ul style="list-style-type: none"> <li>→ Finding information to answer questions posed by outside stakeholders.</li> <li>→ Learning the context and background of a company, situation, concept raised as part of a project process.</li> <li>→ Finding information to help answer a question raised as part of a project process.</li> <li>→ Finding information about technical skills or processes needed as part of a project process.</li> </ul> <b>Key Feedback &amp; Assessment Strategies:</b> <ul style="list-style-type: none"> <li>● Modification:                             <ul style="list-style-type: none"> <li>○ Templates</li> </ul> </li> </ul>
<b>WRITING Skills</b> W2: Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	<ul style="list-style-type: none"> <li>● I can accurately summarize and paraphrase texts I have read, both to help myself understand and to help outside audiences understand the ideas therein.</li> </ul>	

		<ul style="list-style-type: none"> <li>○ Graphic Organizers</li> <li>○ Requirement of Sources</li> <li>● Extension: <ul style="list-style-type: none"> <li>○ Additional peer-reviewed and technical sources</li> </ul> </li> </ul>
<b>PRIMARY RESOURCE <i>if applicable</i></b> <i>In this course, all class reads may include...</i>		

## Unit 3: Rhetoric, Persuasive Writing, and Public Speaking in the Professional Arena

In this ongoing unit students will learn how professionals craft messages intended to persuade different audiences, how to adapt messages for different speaking situations, and how to present to audiences in a situationally appropriate and engaging manner.

DESIRED RESULTS		ASSESSMENT EVIDENCE
<b>Essential Questions</b> <i>Students will keep considering...</i>		
<ul style="list-style-type: none"> <li>● What are factors that motivate people to agree or disagree with a proposition?</li> <li>● How do we adapt the way we present information to different audiences and in different contexts?</li> <li>● What are different structures that work for organizing information in order to persuade an audience?</li> <li>● How can I present myself in various presentation situations in a manner that will engage an audience?</li> </ul>		
<b>Unit Priority Standards and Learning Targets</b> <i>Students will know and be able to...</i>		<b>Assessment Evidence</b> <i>Performance is evaluated in terms of...</i> <i>Students will show their learning by...</i>
<b>WRITING Skills</b> W2: Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	<ul style="list-style-type: none"> <li>● I can use various rhetorical strategies to help me create presentation content that engages and persuades.</li> <li>● I can convey necessary information in a presentation in a clear and effective manner.</li> </ul>	<b>Success Criteria Rubrics</b> → Rubrics indicate the specific success criteria by standard and are used throughout the learning process for feedback and reflection  <b>Performance Task Description:</b> → Project Presentations to large groups in

<p><b>LANGUAGE Skills</b></p> <p>L5: Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking.</p>	<ul style="list-style-type: none"> <li>• I can create writing and presentations that are appropriate for a variety of contexts and tasks.</li> </ul>	<p>competitive situations.</p> <ul style="list-style-type: none"> <li>→ Project Presentations to project coaches and/or clients.</li> <li>→ Pitches created to be used by a client as part of a Business Project.</li> <li>→ Marketing via traditional or social media channels as part of a project process.</li> <li>→ Participation in small group meetings.</li> <li>→ Person-to-person sales.</li> </ul> <p><b>Key Feedback &amp; Assessment Strategies:</b></p> <ul style="list-style-type: none"> <li>• Modification: <ul style="list-style-type: none"> <li>○ Templates</li> <li>○ Graphic Organizers</li> </ul> </li> <li>• Extension:</li> </ul>
<p><b>SPEAKING &amp; LISTENING Skills</b></p> <p>SL 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>SL 4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p>	<ul style="list-style-type: none"> <li>• I can create clear and effective visualizations of key concepts and/or processes in a presentation.</li> <li>• I can use nonverbal cues to enhance my effectiveness in a persuasive presentation.</li> </ul>	
<p><b>PRIMARY RESOURCE <i>if applicable</i></b>  <i>In this course, all class reads may include...</i></p>		
<p style="text-align: center;"><b>Unit 4: Practical Application Of Literature</b></p>		
<p>In this ongoing unit, students will learn how to use ideas gleaned from reading fiction and/or nonfiction literature to help them understand themselves, and to inform choices they make about how they function in their professional lives.</p>		

DESIRED RESULTS		ASSESSMENT EVIDENCE
<b>Essential Questions</b> <i>Students will keep considering...</i>		
<ul style="list-style-type: none"> <li>• How do I discern the central themes in a writer's work?</li> <li>• How can I summarize, paraphrase, and explain the central themes I find in a writer's work?</li> <li>• What do I know about myself?</li> <li>• What do I think about a particular idea, concept, or theme I've encountered and how could I apply that thinking to the way I function in a professional setting?</li> <li>• How could I reflect upon and report out what I learned from trying out new approaches to the way I function in a professional setting?</li> </ul>		
<b>Unit Priority Standards and Learning Targets</b> <i>Students will know and be able to...</i>		<b>Assessment Evidence</b> <i>Performance is evaluated in terms of...</i> <i>Students will show their learning by...</i>
<b>READING SKILLS</b>  R1 Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.  R4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.  R4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. (6-12)	<ul style="list-style-type: none"> <li>• I can read and understand complex texts.</li> <li>• I can discern the main ideas and themes of complex fiction and nonfiction texts.</li> <li>• I can think about how ideas I've gleaned from my reading might or might not apply in my own professional life.</li> <li>• I can apply new ideas in professional situations and evaluate how well they work for me.</li> </ul>	<b>Success Criteria Rubrics</b> → Rubrics indicate the specific success criteria by standard and are used throughout the learning process for feedback and reflection  <b>Performance Task Description:</b> → Summaries of / Written reactions to reading. → Presentations based on reading. → Written reflections on reading. → A professional action plan and reflection on the plan results. → An entry in a Portfolio of Self project.  <b>Key Feedback &amp; Assessment Strategies:</b> <ul style="list-style-type: none"> <li>• Modification: <ul style="list-style-type: none"> <li>○ Pre-annotated text or guided reading with notes</li> <li>○ Graphic Organizers</li> </ul> </li> <li>• Extension: <ul style="list-style-type: none"> <li>○ Additional texts of student's choosing.</li> <li>○ Taking on actual significant leadership positions (especially 2nd year LAUNCH students) and</li> </ul> </li> </ul>

<p><b>LANGUAGE Skills</b> L5: Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking.</p>	<ul style="list-style-type: none"> <li>● I can create writing and presentations that are appropriate for a variety of contexts and tasks.</li> </ul>	<p>applying ideas from reading to their work as leaders.</p>
<p><b>WRITING Skills</b> W2: Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	<ul style="list-style-type: none"> <li>● How can I write reflectively about myself in a manner that is also understood by others?</li> <li>● I can create writing and presentations that are appropriate for a variety of contexts and tasks.</li> </ul>	
<p><b>PRIMARY RESOURCE <i>if applicable</i></b> <i>Depending on the strand, all class reads may include...</i></p>		
<p><b>Nonfiction</b>  <i>Drive</i>- Daniel Pink  <i>Atomic Habits</i> - James Clear  <i>Think Again</i>- Adam Grant  <i>Originals</i> - Adam Grant  <i>Deep Work</i> - Cal Newport  <i>Talking To Strangers</i>- Malcolm Gladwell  <i>Five Dysfunctions of a Team</i>- Patrick Lencioni  <i>Start With Why</i>- Simon Sinek  <i>Brothers In Arms</i>- Stephen Ambrose  <i>The Art of War</i>- Sun Tzu  <i>The Prince</i>- Machiavelli</p> <p><b>Fiction</b>  <i>The Last Tycoon</i>- F. Scott Fitzgerald  <i>Old Man and the Sea</i>- Ernest Hemingway  <i>The Remains of the Day</i>- Kazuo Ishiguro  <i>Jasmine</i>- Bharati Mukherjee  <i>A Bell For Adano</i>- John Hersey  <i>A Town Like Alice</i>- Nevil Shute</p>		

*The Caine Mutiny*- Herman Wouk

*Watership Down*- Richard Adams

*Animal Farm*- George Orwell

*The Once and Future King*- (or just *The Sword in the Stone*)- T.H. White

*Measure for Measure/ Richard III/ Hamlet/ Henry IV Pt. 2/ Henry V/ The Tempest* and others- Shakespeare