



ESL
SCIENCE
BUSINESS
BILINGUAL
PRESCHOOL
MATHEMATICS
LIBRARY MEDIA
SOCIAL STUDIES
WORLD LANGUAGES
GIFTED & TALENTED
TECHNOLOGY EDUCATION
ENGLISH LANGUAGE ARTS
FINE & PERFORMING ARTS
FAMILY & CONSUMER SCIENCE
HEALTH & PHYSICAL EDUCATION

RAHWAY PUBLIC SCHOOLS

CURRICULUM & INSTRUCTION

Content Area: English

**Course: College and Professional
Writing**

Grade Level: 11-12

This curriculum is part of the Educational Program of Studies of the Rahway Public Schools.

ACKNOWLEDGMENTS

Dr. Leslie Septor, Program Supervisor for ELA

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Kimberly Sharrock-Shaw

Dr. Tiffany A. Beer, Director of Curriculum and Instruction

Subject/Course Title:
Course Name: College & Professional Writing
Grade(s) 11 and 12

Date of Board Adoption:
September 20, 2022
August 27, 2024

RAHWAY PUBLIC SCHOOLS CURRICULUM

College & Professional Writing / Grades 11 and 12

PACING GUIDE

Unit	Title	Pacing
1	Tools of Professional Communication	5 weeks
2	College Writing	5 weeks
3	Writing for Business	5 weeks
4	Writing in Digital Spaces	5 weeks

ACCOMMODATIONS

<p>504 Accommodations:</p> <ul style="list-style-type: none"> • Provide scaffolded vocabulary and vocabulary lists. • Provide extra visual and verbal cues and prompts. • Provide adapted/alternate/excerpted versions of the text and/or modified supplementary materials. • Provide links to audio files and utilize video clips. • Provide graphic organizers and/or checklists. • Provide modified rubrics. • Provide a copy of teaching notes, especially any key terms, in advance. • Allow additional time to complete assignments and/or assessments. • Provide shorter writing assignments. • Provide sentence starters. • Utilize small group instruction. • Utilize Think-Pair-Share structure. • Check for understanding frequently. • Have student restate information. • Support auditory presentations with visuals. • Weekly home-school communication tools (notebook, daily log, phone calls or email messages). • Provide study sheets and teacher outlines prior to assessments. • Quiet corner or room to calm down and relax when anxious. • Reduction of distractions. • Permit answers to be dictated. • Hands-on activities. • Use of manipulatives. • Assign preferential seating. • No penalty for spelling errors or sloppy handwriting. • Follow a routine/schedule. • Provide student with rest breaks. • Use verbal and visual cues regarding directions and staying on task. • Assist in maintaining agenda book. 	<p>IEP Accommodations:</p> <ul style="list-style-type: none"> • Provide scaffolded vocabulary and vocabulary lists. • Differentiate reading levels of texts (e.g., Newsela). • Provide adapted/alternate/excerpted versions of the text and/or modified supplementary materials. • Provide extra visual and verbal cues and prompts. • Provide links to audio files and utilize video clips. • Provide graphic organizers and/or checklists. • Provide modified rubrics. • Provide a copy of teaching notes, especially any key terms, in advance. • Provide students with additional information to supplement notes. • Modify questioning techniques and provide a reduced number of questions or items on tests. • Allow additional time to complete assignments and/or assessments. • Provide shorter writing assignments. • Provide sentence starters. • Utilize small group instruction. • Utilize Think-Pair-Share structure. • Check for understanding frequently. • Have student restate information. • Support auditory presentations with visuals. • Provide study sheets and teacher outlines prior to assessments. • Use of manipulatives. • Have students work with partners or in groups for reading, presentations, assignments, and analyses. • Assign appropriate roles in collaborative work. • Assign preferential seating. • Follow a routine/schedule.
<p>Gifted and Talented Accommodations:</p> <ul style="list-style-type: none"> • Differentiate reading levels of texts (e.g., Newsela). • Offer students additional texts with higher lexile levels. • Provide more challenging and/or more supplemental readings and/or activities to deepen understanding. • Allow for independent reading, research, and projects. • Accelerate or compact the curriculum. • Offer higher-level thinking questions for deeper analysis. • Offer more rigorous materials/tasks/prompts. 	<p>ML Accommodations:</p> <ul style="list-style-type: none"> • Provide extended time. • Assign preferential seating. • Assign peer buddy who the student can work with. • Check for understanding frequently. • Provide language feedback often (such as grammar errors, tenses, subject-verb agreements, etc...). • Have student repeat directions. • Make vocabulary words available during classwork and exams. • Use study guides/checklists to organize information. • Repeat directions. • Increase one-on-one conferencing.

- Increase number and complexity of sources.
- Assign group research and presentations to teach the class.
- Assign/allow for leadership roles during collaborative work and in other learning activities.

- Allow student to listen to an audio version of the text.
- Give directions in small, distinct steps.
- Allow copying from paper/book.
- Give student a copy of the class notes.
- Provide written and oral instructions.
- Differentiate reading levels of texts (e.g., Newsela).
- Shorten assignments.
- Read directions aloud to student.
- Give oral clues or prompts.
- Record or type assignments.
- Adapt worksheets/packets.
- Create alternate assignments.
- Have student enter written assignments in criterion, where they can use the planning maps to help get them started and receive feedback after it is submitted.
- Allow student to resubmit assignments.
- Use small group instruction.
- Simplify language.
- Provide scaffolded vocabulary and vocabulary lists.
- Demonstrate concepts possibly through the use of visuals.
- Use manipulatives.
- Emphasize critical information by highlighting it for the student.
- Use graphic organizers.
- Pre-teach or pre-view vocabulary.
- Provide student with a list of prompts or sentence starters that they can use when completing a written assignment.
- Provide audio versions of the textbooks.
- Highlight textbooks/study guides.
- Use supplementary materials.
- Give assistance in note taking
- Use adapted/modified textbooks.
- Allow use of computer/word processor.
- Allow student to answer orally, give extended time (time-and-a-half).
- Allow tests to be given in a separate location (with the ESL teacher).
- Allow additional time to complete assignments and/or assessments.
- Read question to student to clarify.
- Provide a definition or synonym for words on a test that do not impact the validity of the exam.
- Modify the format of assessments.
- Shorten test length or require only selected test items.
- Create alternative assessments.
- On an exam other than a spelling test, don't take points off for spelling errors.

UNIT OVERVIEW

Content Area: English Language Arts

Unit Title: Tools of Professional Communication

Target Course/Grade Level: College and Professional Writing/Grades 11 and 12

Unit Summary: Students will become familiar with the communication skills required in a professional setting. An overview of the communication process, elements of effective communication and barriers to communication will deepen student understanding of the importance of effective communication. Students will practice the reading, writing, speaking and listening skills needed for general communication in various settings including academic and workplace.

Approximate Length of Unit: 5 weeks

LEARNING TARGETS

NJ Student Learning Standards:

RI.CR.11–12.1. Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.

RI.TS.11–12.4. Evaluate the author’s choices concerning structure and the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

RI.MF.11–12.6. Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the concept).

W.NW.11–12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

- A. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
- B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
- D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

SL.PE.11–12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

- A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

- B. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g., student developed rubrics), and establish individual roles as needed.
- C. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- D. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

SL.II.11–12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

Career Readiness, Life Literacies, and Key Skills

9.2.8.CAP.3 Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.

9.4.12.CI.1 Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).

Unit Understandings:

Students will understand that...

- the communication process involves specific expectations to produce an effective exchange of information.
- the elements of communication vary depending upon the occasion and setting.
- effective communication skills are essential for achieving success academically, in applying for jobs as well as in performing in professional spaces.

Unit Essential Questions:

- What are the key aspects of the communication process?
- What are the tools required for effective communication?
- How can the tools of communication be varied to achieve various purposes in different settings and contexts?
- How does communication vary based on audience, purpose and setting?

Knowledge and Skills:

Students will know...

- the specific expectations involved in the process of communication and how they produce an effective exchange of information.
- the different occasions and settings in which the elements of communication vary.
- the benefit of possessing effective communication skills in order to achieve success.

Students will be able to...

- Identify key aspects of the communication process.
- Vary use of tools to create effective communication.
- Use critical thinking skills to listen, read, interpret and respond professionally.
- Begin writing professional communications with proficiency and clarity of ideas.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- Communications Pre-test
- Practice identifying the barriers to effective communication by matching scenarios with specific complications. Then create, propose and implement a strategy to work through the barrier using the role play method.
- Nonverbal communication strength building
- Exit slips

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Choice boards
- Pair and group working sessions
- Verbal and written assessment

RESOURCES

Teacher Resources:

- Edmentum Plato Courseware – Professional Communications
- Supplemental materials

Equipment Needed:

- Internet
- Smartboard
- Screen/projector
- Student Chromebook
- Google Docs
- Google Classroom
- Gmail account

UNIT OVERVIEW

Content Area: English Language Arts

Unit Title: College Writing

Target Course/Grade Level: College and Professional Writing/Grades 11 and 12

Unit Summary: Students will examine the various types of writing related to college beginning with how to write interesting and informative college admissions essays, preparing an academic resume and writing personal statements for scholarship applications. Students will learn the accepted academic format for writing research papers using both MLA and APA citation styles.

Approximate Length of Unit: 5 weeks

LEARNING TARGETS

NJ Student Learning Standards:

RI.CR.11–12.1. Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.

RI.TS.11–12.4. Evaluate the author’s choices concerning structure and the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

RI.MF.11–12.6. Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the concept).

W.NW.11–12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

- A. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
- B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
- D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

SL.PE.11–12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

- A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- B. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g., student developed rubrics), and establish individual roles as needed.
- C. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- D. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

SL.II.11–12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

Career Readiness, Life Literacies, and Key Skills:

9.2.8.CAP.3 Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.

9.2.12.CAP.3 Investigate how continuing education contributes to one's career and personal growth.

Unit Understandings:

Students will understand that...

- there are the benefits of preparing for postsecondary plans
- a polished college admissions essay must be strategically planned and formatted for success
- resume writing and employment cover letters are the first steps to career success
- national and international economic trends and labor practices must be explored during individual career planning

Unit Essential Questions:

- How does the planning and formatting of the college essay impact the finished product?
- What kind of resume is needed in order to obtain the kind of job I desired?
- How can I effectively communicate my goals, skills and professional plans in writing?
- How do the expectations for academic essay writing differ on the college level?

Knowledge and Skills:

Students will know...

- how to write an effective cover letter and resume to display skills, goals and qualifications
- how to format professional college documents that are polished and informative
- the importance of using various communication styles to meet the occasion and audience

Students will be able to...

- differentiate between communication styles for various purposes
- create professional resumes and cover letters to communicate

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- Students will draft, revise and finalize a college admissions essay and a personal statement
- Students will draft, revise and finalize a professional resume
- Students will write a properly formatted and cited research paper

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Choice boards
- Pair and group working sessions
- Verbal and written assessment
- Review and evaluate sample essays and resumes

RESOURCES

Teacher Resources:

- Exit slips
- College websites
- Graphic organizer about essential questions
- Compare and contrast maps
- Articles on vocational schools vs. college

Equipment Needed:

- Internet
- Smartboard
- Screen/projector
- Student Chromebook
- Google Docs
- Google Classroom
- Gmail account

UNIT OVERVIEW

Content Area: English Language Arts

Unit Title: Writing for Business

Target Course/Grade Level: College and Professional Writing/Grades 11 and 12

Unit Summary: Students will explore the characteristics of business writing, including the role and purpose audience play in crafting effective business messages that are persuasive and informative. Students will conduct research for business writing using the internet and explore how businesses use various mediums to communicate internally and with the public.

Approximate Length of Unit: 5 weeks

LEARNING TARGETS

NJ Student Learning Standards:

RI.CR.11–12.1. Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.

RI.TS.11–12.4. Evaluate the author’s choices concerning structure and the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

RI.MF.11–12.6. Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the concept).

W.IW.11–12.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

- A. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- B. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
- C. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- D. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
- E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- F. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

W.NW.11–12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

- A. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
- B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
- D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

SL.PE.11–12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

- A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- B. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g., student developed rubrics), and establish individual roles as needed.
- C. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- D. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

SL.II.11–12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

Career Readiness, Life Literacies, and Key Skills:

9.4.12.CI.1 Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a). **9.4.2.CI.2** Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).

Unit Understandings:

Students will understand that...

- there are specific characteristics that are central to business writing.
- communicating the goals and needs of a business must follow industry standards.
- producing business memoranda and emails that are positive is important to overall company morale and personal career success.

Unit Essential Questions:

- What is business writing?
- What are the characteristics of business writing and how do they compare to other types of writing?
- What is the purpose and intended audience of a piece of business writing?
- How does one conduct research and locate credible sources for business writing?

Knowledge and Skills:

Students will know...

- what business writing is and how it compares to other types of writing.
- the purpose and intended audience of a piece of business writing affects the end product.
- how to produce positive business memoranda and emails that support business goals.

Students will be able to...

- identify and understand the characteristics of business writing.
- write various types of appropriately formatted communication specific to business goals.
- create business writing that speaks to specific audiences with clear intentions.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- Writing for Business Pre-test
- Partner work to create a series of email exchanges between a “client” and a “manager” in an ongoing business scenario
- Examine and critique actual business from various industries to identify effective communication features
- Exit slips

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Choice boards
- Pair and group working sessions
- Verbal and written assessment

RESOURCES

Teacher Resources:

- Edmentum Plato Courseware – Business English
- Supplemental materials

Equipment Needed:

- Internet
- Smartboard
- Screen/projector
- Student Chromebook
- Google Docs
- Google Classroom
- Gmail account

UNIT OVERVIEW

Content Area: English Language Arts

Unit Title: Writing in Digital Spaces

Target Course/Grade Level: College and Professional Writing/ Grades 11 and 12

Unit Summary: Students will investigate the effectiveness of electronic communication through digital media. An exploration of how businesses use web pages, podcasts, wikis, blogs and social media to communicate with customers and the public. Students will also examine and evaluate the potential risks of electronic communication.

Approximate Length of Unit: 5 weeks

LEARNING TARGETS

NJ Student Learning Standards:

RI.CR.11–12.1. Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.

RI.TS.11–12.4. Evaluate the author’s choices concerning structure and the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

RI.MF.11–12.6. Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the concept).

W.IW.11–12.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

- A. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- B. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
- C. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- D. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
- E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- F. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

SL.PE.11–12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

- A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- B. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g., student developed rubrics), and establish individual roles as needed.
- C. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- D. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

SL.II.11–12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

SL.UM.11–12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

Career Readiness, Life Literacies, and Key Skills:

9.4.2.DC.2 Explain the importance of respecting the digital content of others

9.4.2.DC.3 Explain how to be safe online and follow safe practices when using the internet (e.g., 8.1.2.NI.3, 8.1.2.NI.4)

9.4.2.DC.4 Compare information that should be kept private to information that might be made public.

9.4.2.DC.6 Identify respectful and responsible ways to communicate in digital environments.

Unit Understandings:

Students will understand that...

- businesses use various modes of digital communication to attract customers and to interact with the public.
- there are ethical and legal issues related to digital communication.
- there are various potential impacts of having an online presence -- positive or negative.

Unit Essential Questions:

- What are the different types of electronic communication and their purposes?
- How do businesses use digital communication to attract customers, sell products and engage with the public?
- What are the positive and negative impacts of maintaining an online presence both personally and professionally?

Knowledge and Skills:

Students will know...

- how to evaluate their online presence and as well as the ways in which they use digital spaces personally and professionally.
- how to select and to use various digital platforms to communicate effectively.

Students will be able to...

- identify the various modes of digital communication used by businesses and evaluate the most effective ones.
- create effective digital communication campaigns that are persuasive and informative.
- Polish and develop their online presence so that it is professional and interesting.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- Students will use digital communications to persuade people to attend and contribute to a fundraiser for their business.
- Students will create a professional LinkedIn page.

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Choice boards
- Pair and group working sessions
- Verbal and written assessment

RESOURCES

Teacher Resources:

- Edmentum Plato Courseware – Professional Communications
- Supplemental materials

Equipment Needed:

- Internet
- Smartboard
- Screen/projector
- Student Chromebook
- Google Docs
- Google Classroom