

## Pilot Course Proposal

**Submitted by:** Amy Charles and Lisa Richards

**Building:** Hazen High School and Renton High School

**Proposed Course Title:** Journalism for Communications

**Grade Level:** 11-12

**# Tri:** 3

**Department:** CTE with 1.0 ELA Equivalency

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***PLEASE ATTACH THE FOLLOWING:***

**Description of course content and how this course will meet current needs not being met by other courses.**

**Description must also include the needs assessment data.**

Business Communications is a state developed, English equivalent course designed to provide students with a real-world option to learn state standards required for graduation.

Credit available in this yearlong class: 1.5 total credits, up to 1.0 credit may be used to meet either ELA 11 **OR** ELA 12 requirements with the remaining as CTE or elective credit.

- **Specifically, what will the student know and be able to do as a result of this course?**

*Business Communications and Technical Writing for Journalism* is a course designed to develop students' effective verbal, non-verbal, written, and electronic 21st Century business communication skills. This course develops skills in multiple methods of communications, including social media, as well as electronic publishing, design, layout, composition, video conferencing and reporting. Upon completion of this course, proficient students will be able to demonstrate successful styles and methods for professional business and journalism communications using the proper tools to deliver effective publications and presentations.

- **Needs assessment**

Many students have challenges making connections between classroom academic learning and use in the real world. This class would give students an option to learn the required ELA standards for graduation using a subject that is of interest to them while also building skills to be successful in their future careers.

***Upon completion of this course students will be able to meet the following Washington State K-12 ELA Learning Standards:***

***Standard 1: Reading: Literature***

- RL.11-12.2 - Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
- RL.11-12.4 - Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
- RL.11-12.6 - Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

***Standard 2: Reading: Informational Text***

- RI.11-12.1 - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

- RI.11-12.2 - Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
- RI.11-12.3 - Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
- RI.11-12.4 - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
- RI.11-12.5 - 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.
- RI.11-12.6 - Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.
- RI.11-12.7 - Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
- RI.11-12.10 - By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.
- By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11-CCR text complexity band independently and proficiently.

**Standard 3: Writing**

- W.11-12.3 - Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- W.11-12.3.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.
- W.11-12.3.B - Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- W.11-12.3.E - Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
- W.11-12.9 - Draw evidence from literary or informational texts to support analysis, reflection, and research.

**Standard 4: Speaking & Listening**

- SL.11-12.1 - Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- SL.11-12.1.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.
- SL.11-12.1.B - Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
- SL.11-12.1.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.
- SL.11-12.1.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.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.11-12.3 - Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
- SL.11-12.4 - Present information, findings, and supporting 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.

- SL.11-12.6 - Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

#### **Standard 5: Language**

- L.11-12.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.11-12.1.A - Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
- L.11-12.2.B - Spell correctly.
- L.11-12.4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.
- L.11-12.4.D - Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary)
- L.11-12.6 - 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.

#### **Standard 6: Literacy in History/Social Studies**

- RH.11-12.2 - Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas
- RH.11-12.3 - Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
- RH.11-12.4 - Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
- RH.11-12.6 - Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
- RH.11-12.8 - Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

#### **Standard 7: Literacy in Science & Technical Subjects**

- RST.11-12.3 - Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
- RST.11-12.4 - 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 11-12 texts and topics.
- RST.11-12.5 - Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.
- RST.11-12.6 - Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.
- RST.11-12.7 - Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
- RST.11-12.9 - Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

#### **Standard 8: Writing: History/Social Studies, Science and Technical**

- WHST.11-12.1 - Write arguments focused on discipline-specific content.
- WHST.11-12.1.A - Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
- WHST.11-12.1.B - Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a

discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.

- WHST.11-12.1.C - Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- WHST.11-12.1.D - Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- WHST.11-12.2.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.
- WHST.11-12.2.D - Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
- WHST.11-12.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- WHST.11-12.5 - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- WHST.11-12.6 - 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.
- WHST.11-12.7 - Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- WHST.11-12.8 - 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 specific 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.
- WHST.11-12.9 - Draw evidence from informational texts to support analysis, reflection, and research.

## **Industry Standards and/or Competencies: National Standards for Business Education**

### ***Standard 9: Foundations of Communication***

1. ACHIEVEMENT STANDARD: Listen actively, use the communication process, read and research information, and integrate technology to enhance communication effectiveness.

#### A. ACTIVE LISTENING

##### *Level 1 Performance Expectations*

1. Listen for meaning
2. Request feedback to confirm information
5. Demonstrate courteous attention when listening to others

#### B. BASIC COMMUNICATION PROCESS

##### *Level 1 Performance Expectations*

1. Identify purpose of the message
4. Prepare instructions to complete simple tasks

#### C. READING AND RESEARCH

##### *Level 1 Performance Expectations*

2. Read for knowledge and information

##### *Level 2 Performance Expectations*

9. Expand vocabulary to include basic business terminology
11. Use contextual clues to recognize word meaning

##### *Level 4 Performance Expectations*

28. Assess the ethical implications of misinformation

#### D. TECHNOLOGY

##### *Level 1 Performance Expectations*

1. Identify technology tools used to communicate information

- 2. Use technology tools to communicate information
- 4. Demonstrate basic ability to input written information
- 7. Identify proper etiquette when communicating with technology

*Level 3 Performance Expectations*

- 26. Identify ethical and legal issues regarding the use of digital information

**Standard 10: Interpersonal Skills**

1. ACHIEVEMENT STANDARD: Apply interpersonal skills in personal and professional environments to communicate effectively.

A. PROFESSIONALISM AND BUSINESS ETIQUETTE

*Level 1 Performance Expectations*

- 1. List characteristics inherent in a positive attitude
- 2. Differentiate between positive and negative communication styles
- 3. Demonstrate positive nonverbal communication
- 4. Use courtesy and tact when communicating with others

*Level 3 Performance Expectations*

- 36. Define ethics and identify the process by which individuals develop the foundation for making ethical decisions
- 39. Analyze an organization's code of ethics

*Level 4 Performance Expectations*

- 44. Relate the appearance of one's work area to professional image
- 48. Compare and contrast various organizations' code of ethics
- 50. Analyze the impact of company policies and procedures on communication

**Standard 11: Written Communication**

1. ACHIEVEMENT STANDARD: Prepare clear, complete, concise, correct, and courteous written messages for personal and professional uses.

A. MECHANICS AND WRITING BASICS

*Level 1 Performance Expectations*

- 1. Use correct spelling, grammar, word and number usage, punctuation, and formatting
- 2. Write logical, coherent sentences, and paragraphs
- 4. Identify language and style appropriate for audience
- 9. Identify plain language and conversational tone in message

*Level 2 Performance Expectations*

- 12. Use acceptable standards for grammar, punctuation, and word and number usage
- 17. Discuss the importance of taking responsibility for all written communication
- 19. Use plain language and conversational tone

*Level 3 Performance Expectations*

- 22. Use bias-free language
- 23. Use language, strategies, and techniques that reflect cultural sensitivity

- What are the assessments that will be used to determine student achievement of the goals of this course?  
See Scope and Sequence following this document.

Describe how this course will address:

- **Alignment with Common Core State Standards (CCSS) and/or WA State Essential Academic Learning Requirements (EALRs)**




This course was adapted from an OSPI state equivalent framework designed to meet the ELA learning standards required for equivalency credit. Activities and assessments are tailored to align with CCSS/EALRs while meeting the needs of our students and community.

- **Integration of technology**  
Students use a range of devices and platforms, including Chromebooks for research, collaboration, and writing, and classroom computers for industry tools such as Adobe Creative Cloud. Working across technologies strengthens students' critical thinking, reasoning, and problem-solving skills.
- **Infusion of diversity/multicultural perspectives**  
Journalism students are expected to represent the full diversity of the school community. They analyze societal issues, evaluate bias, and seek underrepresented perspectives to ensure fair, accurate, and inclusive storytelling.
- **Integration with other subject areas**  
Students learn to adapt communication for different disciplines (science, skilled trades, social studies, and career contexts) each with its own language, style, and conventions. These skills prepare students for future academic and professional success in any pathway.
- **Provision of appropriate experiences for learners of varying abilities**  
The course offers multiple entry points so students can work in formats that fit their interests and skill levels, such as reporting, multimedia production, or editorial writing. Differentiated instruction, scaffolded models, project-based learning, flexible timelines, and tiered tasks ensure all learners can build strong research, interviewing, editing, and communication skills.
- **Development of higher level thinking and processing skills**  
Students develop advanced thinking skills by analyzing complex issues, evaluating source credibility, synthesizing multiple viewpoints, and crafting purposeful, audience-driven messages. Editorial decision-making, ethical reasoning, data-informed storytelling, and iterative revision support nuanced, well-supported, real-world communication.
- **Articulation of scope and sequences across grades K-12. Will this course replace an existing curriculum? If so, which course?**  
This course aligns with 11th- and 12th-grade ELA standards, building on earlier literacy skills while preparing students for postsecondary success. It does not replace an existing curriculum; rather, it provides an alternative pathway for students interested in journalism to meet advanced ELA requirements through real-world communication and media-focused learning. Prerequisite: Journalism, Year 1 (A-C); Year 2 preferred.

**Current Scope and Sequence:** Included following this document

- **Statement of impact:**  
This course is designed for advanced journalism students to broaden and enhance their skills in technical writing and business communication. Working at management level industry standards, students will have the opportunity to meet their graduation requirements for ELA 11A and 11B, ELA 12A and 12B, CTE Credit (Business & Management Pathway), or general elective credit.
- **Instructional materials and cost (include titles, names of publishers and copyright).**  
No additional materials or cost required. This advanced level course builds on student knowledge using existing resources, including:
  - SnoSites- online publishing site (already purchased for Journalism A-F, and Editor Practicum Courses)
  - Adobe Creative Cloud (already purchased by district with approved access for Journalism A-F, and Editor Practicum Courses)--- including IN Design, Photoshop, Illustrator, and Premier for video.
  - Google Drives, Canvas, and Sharepoint
  - Online sites such as YouTube, news sites, and Adobe learning

**SIGN-OFF FOR PILOT COURSE RECOMMENDATION**

	<u>Signature</u>	<u>Date</u>
1. Department Head (Secondary) Accepts <input type="checkbox"/> Rejects <input type="checkbox"/>		
2. Principal, Hazen Accepts <input checked="" type="checkbox"/> Rejects <input type="checkbox"/>	<u>Craig Cooper</u> <small>Craig Cooper (Dec 4, 2025 08:40:33 PST)</small>	
3. Principal, Renton Accepts <input checked="" type="checkbox"/> Rejects <input type="checkbox"/>	 <small>Andrew O'Connell (Dec 4, 2025 17:54:56 PST)</small>	
4. District Content Facilitator Accepts <input type="checkbox"/> Rejects <input type="checkbox"/>		
5. Curriculum Director Accepts <input type="checkbox"/> Rejects <input type="checkbox"/>		

**Return original to the Director of Curriculum and Instruction. Copies to Principal and Course Originator.**

# Scope and Sequence

Unit	Hours	Weeks
<b>Foundations of Communications and Professional Ethics</b>	50 hours	8 weeks
<p>Assessments</p> <ul style="list-style-type: none"> <li>● Create a list of specific techniques for effective communications and catalog how different cultures and generations attach different meanings to various gestures, intonations, figurative language, slang, and other communications techniques.</li> <li>● Research and define journalism and business ethics and using the 5 C's in a 1-page report to explain the importance of business ethics and operating in an ethical work environment. Ethical issues described should include categories of fairness &amp; honesty, conflict of interest, communications, and business relationships. Students examine business scenarios and discuss the ethical dilemmas examining each perception, or point of view, as related to commonly known business stakeholders</li> <li>● Develop and present a code of ethics for the classroom using the 8 key components to a successful communication strategy, including a method of collecting feedback and self-evaluation.</li> <li>● Analyze 2-3 business's Code of Ethics and the policies for non-compliance.</li> <li>● Discuss bias free communication and the impact of bias in the communication process. An example activity could be an analysis of <a href="#">John Stossel's Racist Bake Sale</a></li> <li>● Role play, observation, and analyze interpersonal relationships:             <ul style="list-style-type: none"> <li>○ Establish and maintain positive relationships with staff members and interviewees (e.g., being fair, helpful, tactful, gracious, and appreciative)</li> <li>○ Recognize manifestations of tension and employ recommended strategies to resolve the situation in the most favorable ways (e.g., collaborating, compromising, accommodating)</li> <li>○ Active listening for understanding of people, ideas, and synthesis. Example activities could include Candy bar analysis, Jellybean analysis, etc.</li> <li>○ The cost of unforeseen consequences when ignoring accessible information and perceivable outcomes in bounded-awareness scenarios</li> </ul> </li> </ul>		
<b>The Writing and Publishing Process for Target Audiences</b>	60 hours	10 weeks
<p>Assessments</p> <ul style="list-style-type: none"> <li>● Study in groups to identify barriers to effective communication, including cultural barriers; create an instruction sheet for a complex task of the group's choice and use reverse outlining to improve communication effectiveness. Students think-pair-share, reviewing instructions and providing feedback for improved communication and bias free language. Using a collaboration tool, such as Padlet, students evaluate, review, and edit peer work for effectiveness. Example activities could be Connect the Dots, Herman Grid, old woman versus young woman.</li> <li>● Locate a website used to sell a product or service, an online news site, or a printed news media, and evaluate the design, content, text, images, layout, and color. Working individually or in pairs, discuss the site's effectiveness and ease of navigation, including the use of hyperlinks. Using persuasive writing techniques, produce a blog addressing the pros and cons of the product using hyperlinks, proper grammatical standards, and active voice.</li> <li>● Find examples of writing that incorrectly conveys the wrong message based on one or more stakeholder points of view. Establish the problem, situation, or observation(s) made, and why this is significant based on context, culture, or business practices. Examples can be found at Captain Grammar Pants or Grammar Girls (podcasts or online).</li> </ul>		

<b>Internal and External Communication in the Workplace</b>	50 hours	8 weeks
<p>Assessments</p> <ul style="list-style-type: none"> <li>● Create, attend, or write a press release that informs, announces, or reminds a target audience of an event or product.</li> <li>● Discuss the importance of communicating bad news carefully in professional contexts.</li> <li>● Write responses to claims and complaints.</li> <li>● Examine basic social media messaging in sales and identify its central purpose, potential bias, and level of inclusivity.</li> <li>● Develop a storyline for a product, event, or other promotion that targets an identified audience, and introduces a character or purpose to support a theme using clear, correct, concise, complete, consistent, and courteous language that is proper grammar, word choice, and punctuation.</li> <li>● To increase productivity and accountability, students will create and manage a digital folder and compile a resource guide that catalogs key business / journalistic standards of courtesy and propriety in a digital business world (“netiquette”) to access and evaluate information and prepare a digital tool for publication staff using bias free language that includes the following topics: <ul style="list-style-type: none"> <li>○ Message priority (urgent, normal, or low)</li> <li>○ Consent to share (property rights)</li> <li>○ Confidential or sensitive information (privacy)</li> <li>○ Message formatting (fonts, color, case, informal abbreviations, emoticons)</li> </ul> </li> <li>● Draft and revise for publication, business correspondence, e-mail messages, short contracts and reports, electronic forms, data sets, press release(s), and social media posts in standard English using the following: <ul style="list-style-type: none"> <li>○ Employing word processing and simple spreadsheet programs.</li> <li>○ Using proper grammar essentials, including parts of speech, vocabulary, punctuation, sentence structure.</li> <li>○ Applying accepted business standards and styles, including fonts, margins, layout, color, formats for dates, times, currencies, proper names.</li> <li>○ Using acceptable business language, vocabulary, acronyms.</li> <li>○ Writing for social media.</li> <li>○ Writing for the customer.</li> <li>○ Analyzing and integrating NLG technology ethically and responsibly.</li> </ul> </li> </ul>		
<b>The Research Process Applied to Electronic and Written Publications</b>	30 hours	5 weeks
<p>Assessments</p> <ul style="list-style-type: none"> <li>● Evaluate sources, including Wiki and academic papers, Natural Language Generation (NLG), subject experts, Websites, bias vs non-bias studies/reports, news organizations, etc.</li> <li>● Compare and contrast content generated from Natural Language Generation (NLG) for accuracy, word choice, clarity, voice, bias, and appropriate use for the identified purpose (social media, text message, report, speech, etc.)</li> <li>● Evaluate data and methods used to communicate results. Examine different examples of design included in electronic communication mediums. Design and create electronic portfolios packaged on a suitable media platform. Utilize proper citation styles for paraphrased or verbatim content (Websites, standards writing, quoting sources).</li> <li>● Read and report both in a written and in an oral format on current articles. Evaluate content of articles for accuracy, clarity, voice, and bias in diverse formats and media, including various social media platforms used in journalism business</li> </ul>		

- Use research and the writing process (site-specific textual evidence) to do the following:
  - Plan
  - Compose
  - Edit
  - Publish
- Discuss case studies in journalism & business communication and name best practices.
- Develop primary and secondary questions for a subject expert interview, and apply interviewing techniques to gather and record information.
- Create a website based on journalism business standards and styles
- Create a business form for the purpose of crowd sourcing and information gathering for journalistic text (Microsoft forms, Google forms, Survey Monkey, etc.), QR Code, and points of Website access.

**In-person Meetings, Web-based Conferencing, and Team Dynamics**

10 hours

3 weeks

Assessments

- Write and deliver extemporaneous and planned speeches that engage and orient the listener by establishing a problem, situation, or observation and its significance, addressing one or multiple point(s) of view, articulating a smooth progression of experiences or events, and introducing a compelling challenge, solution, or occurrence to the problem.
- Demonstrate best practices in Web conferencing for professional situations.
- Plan, organize, schedule, and deliver meeting agendas for both in-person and virtual meetings.
- Compare and contrast preparation and implementation of business meeting formats based on audience size, location, purpose, and respect of time (knowing and handling what can be discussed offline).
- Explain what an agenda and meeting minutes are and why they are useful.
- Identify the key components of agendas and meeting minutes.
- Student editors apply technology effectively to plan, organize, schedule, and deliver meeting agendas for both in-person and virtual meetings for publication staff meetings and affiliated club meetings. They will identify the purpose(s) of their meeting to (1) to persuade, (2) to inform, and (3) to remind. Incorporate planning and preparation to deliver communications that adhere to the following expectations:
  - Appropriate for various audiences and purposes
  - Delivered with enthusiasm and appropriate body language
  - Structured to guide the listener to the desired goal or response, incorporating correct word choice, compelling storyline(s), characters, and proper use of language techniques such as alliteration, imagery, etc., to communicate the message or cause
  - Includes facts and research, in addition to original claim(s) and counterclaim(s) supported by evidence
  - Revised based on peer feedback

**Job Search Process; From Start to Hire!**

10 hours

2 weeks

Assessments

- Prepare an electronic portfolio including:
  - Work products demonstrating students' original business communications, using an assortment of media (text, photos, video, hyper-linked pages)
  - Formatted résumé and other supporting documents such as cover letter, reference sheet, and application that demonstrate professionalism in design and mastery of written communication

- Storage on a suitable media (e.g., website and/or cloud)
- Research interview questions focused on engaging with the potential employer
- Page of answers to potential interview questions using the STAR method that includes an identified organization or job
- Participate in mock job interviews with peers to practice asking clear questions and providing concise and compelling responses for a job identified as a career position in business
- Conduct a job search for positions in one or more career areas of interest using tools such as [www.indeed.com](http://www.indeed.com), [www.jobs4tn.gov](http://www.jobs4tn.gov), and other online employment resources
- Complete a mock job application
- Take part in mock interviews conducted in-person with partner businesses and/or through participation in a student organization event
- Students will ask professional journalists questions that pertain to the profession of journalism in guiding their portfolio and application processes.

# Journalism Communications DIMC Application 2025


Final Audit Report

2025-12-05


Created:	2025-12-04
By:	Megan Farmer (megan.farmer@rentonschools.us)
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