

**PROGRAM CONCENTRATION:** Architecture, Construction, Communications & Transportation  
**COURSE TITLE:** Introduction to Communications – Seventh Grade

**COURSE DESCRIPTION:**

This is a nine week course that introduces the student to the basic concepts of the Communications career field. Students will explore the career field within cooperative learning simulation projects.

This program facilitates basic level student led broadcast/video productions under the guidance of the instructor. Topics covered may include, but are not limited to: history of mass media, terminology, safety, basic equipment, script writing, storyboarding, production teams, planning, writing, directing, recording and editing a production, graphic communications, and professional ethics. All material covered will be utilized in subsequent courses.

In addition, students acquire a fundamental understanding of the graphic communications and design industry. Topics covered include theories and practices to creating aesthetically pleasing designs and best methods for working with consumers. Important threads in this course include discussion of graphic communications careers, ethical issues relating to graphic communications and design, and exploration of various graphic communications software. All material covered will be utilized in subsequent courses.

**HISTORY OF MASS MEDIA/GRAPHIC COMMUNICATIONS:**

Students will explore and identify the progress of technological developments in the history of communications.

**MSACCT- COM7-1: Students will identify early mass communication inventions.**

- a) Identify the country's significant historical mass communications landmarks.
- b) Identify key historic events and developments in the country's mass communications industry.
- c) Identify and analyze contributions of the country's key historic mass communications personalities.
- d) Identify and describe emerging trends, software, and technologies of mass communications.

**ACADEMIC STANDARDS:**

*ELA7W3: The student uses research and technology to support writing.*

*ELA7LSV2: The student listens to and views various forms of text and media in order to gather and share information, persuade others, and express and understand ideas. The student will select and critically analyze messages using rubrics as assessment tools.*

**SAMPLE TASKS:**

- Using a map of the USA, label location of key historic landmarks in mass communications across the country.
- Analyze historic and contemporary key American mass communications personalities through their creations and their contribution. Create a Hall of Fame wall or bulletin board.
- Research the development of mass communications from the early 1900s and generate a video timeline while practicing production techniques. Create a timeline highlighting key events.

**MSACCT- COM7-2: Students will identify key developments and individuals relating to the history of the graphics and design industry, and explore emerging trends and technologies.**

- a) Research the history of graphic communications and explain its effects on the design industry and society.
- b) Study persons with major contributions to the field of graphic design.
- c) Research and describe emerging trends in software and technologies.
- d) Research and describe how current communication technologies impact emerging trends in typography.
- e) Describe the evolution of the alphabet, punctuation, upper case letters, lower case letters, and ligatures as elements of typography and explain the effect of each in its development.

**ACADEMIC STANDARDS:**

*M7D1: Students will pose questions, collect data, represent and analyze the data, and interpret results.*

*M7P1: Students will solve problems (using appropriate technology).*

*M7P4: Students will make connections among mathematical ideas and to other disciplines.*

*ELA7LSV2: The student listens to and views various forms of text and media in order to gather and share information, persuade others, and express and understand ideas. The student will select and critically analyze messages using rubrics as assessment tools.*

**SAMPLE TASKS:**

- Create a graphical timeline highlighting historic milestones in graphic communications.
- Create a graphical timeline of the history of typography.
- Create a wall of pictures to reflect past and present historical events within the graphic communications industry.
- Compare and contrast past and present forms of graphic communications layout and design techniques.
- Analyze historical and contemporary graphic artists through their creations and their contribution.

**TRADE TERMINOLOGY**

Students will explore and identify correct utilization of trade terminology in the communications field.

**MSACCT- COM7-3: Students will understand and utilize trade terminology in an appropriate manner.**

- a) Identify, define, and utilize trade terminology in the media production lab.
- b) Identify, define, and utilize trade abbreviations and acronyms as appropriate.
- c) Utilize trade terminology in writing and speaking.
- d) Understand and demonstrate that media has its own language.

**ACADEMIC STANDARDS:**

*ELA7R1: The student demonstrates comprehension and shows evidence of warranted and responsible explanation of a variety of literary and informational texts.*

*ELA7RC3: The student acquires new vocabulary in each content area and uses it correctly.*

*ELA7RC4: The student establishes a context for information acquired by reading across subject areas.*  
SAMPLE TASKS:

- Create word wall – color code for production stage.
- Vocabulary practice using puzzles and games.
- Create vocabulary graphic organizer.
- Draw symbols/pictures to illustrate each term.
- Create a color coded word wall sorting words by production stage.
- Practice vocabulary using puzzles and games.
- Create a three column graphic organizer sorting words by production stage.
- Draw symbols/pictures to illustrate each term.
- Play vocabulary BINGO.

**MSACCT- COM7-4: Students will understand and utilize trade terminology in an appropriate manner.**

- a) Define graphic communications.
- b) Relate the definition of graphic communications to everyday products.
- c) Identify terminology pertaining to basic layout and design elements and principles.
- d) Identify, define, and demonstrate the basic categories of typography.

ACADEMIC STANDARDS:

*M7D1: Students will pose questions, collect data, represent and analyze the data, and interpret results.*

*ELA7C1: The student demonstrates understanding and control of the rules of the English language, realizing that usage involves the appropriate application of conventions and grammar in both written and spoken formats.*

*ELA7R1: The student demonstrates comprehension and shows evidence of a warranted and responsible explanation of a variety of literary and informational texts.*

*ELA7LSV2: The student listens to and views various forms of text and media in order to gather and share information, persuade others, and express and understand ideas. The student will select and critically analyze messages using rubrics as assessment tools.*

SAMPLE TASKS:

- Bring examples of graphic communications (matching graphic communications definition), i.e., page or box of graphic communications products.
- Select a magazine layout and outline each page layout element.
- Complete vocabulary pretest and post-test.
- Participate in add-a-word for word wall.
- Participate in vocabulary building games.
- Complete vocabulary puzzles.
- Design and create vocabulary graphic organizer.
- Design graphical chart illustrating basic categories of typefaces.

**ENVIRONMENTAL HEALTH AND SAFETY**

Students will explain and demonstrate safety procedures in the communications field, identify required personal protection equipment, and identify professional and environmental issues.

**MSACCT- COM7-5: Students will identify safety and health procedures utilized in the classroom/lab environment.**

- a) Identify location of safety and first aid equipment.
- b) Describe proper personal protection equipment.
- c) Identify procedures for emergency situations.
- d) Identify equipment safety features.
- e) Read and interpret equipment's operating instructions.
- f) Identify procedures for handling hazardous and combustible materials (MSDS, OSHA).
- g) Describe OSHA, MDS and EPA.
- h) Explain "Right to Know."

**ACADEMIC STANDARDS:**

*S7CS2: Students will use standard safety practices for all classroom laboratory and field investigations.*

**SAMPLE TASKS:**

- Develop a list of required personal protection equipment.
- List rules for operating basic equipment.
- Demonstrate the correct use of a fire extinguisher.
- Design a poster describing safety rules.
- Practice and demonstrate emergency procedures.
- Practice safety procedure drills.
- Role-play safety procedures.

**PROFESSIONAL CAREERS AND ETHICS**

Students will explore careers, professional and ethical issues relative to the communications industry. Students will be given the opportunity to acquire employability skills by developing leadership, teamwork, and industry skills.

**MSACCT- COM7-6: Students will explore and demonstrate ethical use of equipment and storytelling through their productions.**

- a) Demonstrate ability to give and follow directions.
- b) Demonstrate ability to effectively function as a team member.
- c) Demonstrate strong work ethics.
- d) Describe basic ethics including broadcast law (i.e., copyright, plagiarism, etc.).
- e) Demonstrate ethical issues pertaining to the communications field.

**ACADEMIC STANDARDS:**

*ELA7W2: The student demonstrates competence in a variety of genres.*

*ELA7W3: The student uses research and technology to support writing.*

- ELA7C1: The student demonstrates understanding and control of the rules of the English language, realizing that usage involves the appropriate application of conventions and grammar in both written and spoken formats.*
- ELA7LSV1: The student participates in student-to-teacher, student-to-student, and group verbal interactions.*
- ELA7LSV2: The student listens to and views various forms of text and media in order to gather and share information, persuade others, and express and understand ideas. The student will select and critically analyze messages using rubrics as assessment tools.*

**SAMPLE TASKS:**

- Arrange a professional i.e. lawyer, mass communications professional, etc. in the field as a special speaker.
- Demonstrate plagiarism by reading a fictional poem that contains a famous quote or music lyrics and pose as author.
- Contact plagiarism or copyright specialist for information.
- Write a Public Service Announcement or commercial about media ethics.
- Research mass communication law. Create a brochure showing understanding of plagiarism and copyright laws.
- Research the Fair Use Law and make a poster for a classroom.
- Create an FBI warning for the beginning of video project.

**MSACCT- COM7-7: Students will demonstrate interpersonal and employability skills required for job retention in the work place.**

- a) Become familiar with careers, roles, and responsibilities of jobs within communications field.
- b) Demonstrate professional customer relational and organizational skills.
- c) Demonstrate employability skills such as punctuality, individual responsibility, and professional dress.
- d) Evaluate and communicate methods of conflict resolution while working with a team.
- e) Participate in SkillsUSA.

**ACADEMIC STANDARDS:**

- ELA7R1: The student demonstrates comprehension and shows evidence of a warranted and responsible explanation of a variety of literary and informational texts.*
- ELA7W2: The student demonstrates competence in a variety of genres.*
- ELA7W3: The student uses research and technology to support writing.*
- ELA7LSV1: The student participates in student-to-teacher, student-to-student, and group verbal interactions.*

**SAMPLE TASKS:**

- Research careers in the mass communications field.
- Role-play a job interview or conflict /resolution issue.
- Create a storyboard/comic strip of an interview.
- Make a poster illustrating a career in the mass communications field with the profession's requirements.
- Create a brochure/pamphlet about SkillsUSA.

- Create a help wanted advertisement for a job in the mass communications field.
- Write a job interview script.
- Write questions for an interview.

**MSACCT- COM7-8: Students will explore careers available in the field of graphic communications and the design industry.**

- a) Investigate and demonstrate how graphics and design permeates our daily lives.
- b) Research projected growth rate of jobs within the graphic communications industry.
- c) Compare and contrast titles, roles, functions, and salaries of careers in graphics and design, along with their education, training requirements, and salary ranges.
- d) Examine and outline personal skills needed for job success.
- e) Examine and outline workplace skills needed pertaining to acquiring and maintaining a career in the industry.
- f) Discuss the role of education and career development in the lifelong learning process.
- g) Describe employment and entrepreneurial opportunities in the graphic communications industry.

**ACADEMIC STANDARDS:**

*M7D1: Students will pose questions, collect data, represent and analyze the data, and interpret results.*

*M7P1: Students will solve problems (using appropriate technology).*

*M7P4: Students will make connections among mathematical ideas and to other disciplines.*

*ELA7C1: The student demonstrates understanding and control of the rules of the English language, realizing that usage involves the appropriate application of conventions and grammar in both written and spoken formats.*

**SAMPLE TASKS:**

- Bring samples of graphic communications products and relate to careers within industry.
- Develop a profile of career opportunities, education requirements, and projected future employment.
- Create a presentation relative to the graphic communication industry's employment opportunities (titles, roles, functions, and salaries) and projected growth rate.
- Create a chart illustrating advantages and disadvantages of entrepreneurship.
- Incorporate professional terminology into conversations.
- Write a report on recent technological changes within industry and relate to the lifelong learning process.

**MSACCT- COM7-9: Students will examine professional and ethical issues involved in the graphic communications industry.**

- a) Explore basic copyright issues for the graphic communications industry.
- b) Understand the consequences of copyright infringement.
- c) Demonstrate various ethical issues within the graphic communications business.
- d) Examine ethical issues pertaining to job interview, application, and resume writing.

ACADEMIC STANDARDS:

*M7D1: Students will pose questions, collect data, represent and analyze the data, and interpret results.*

*M7P1: Students will solve problems (using appropriate technology).*

*ELA7C1: The student demonstrates understanding and control of the rules of the English language, realizing that usage involves the appropriate application of conventions and grammar in both written and spoken formats.*

*SS7CG1: The student will compare and contrast various forms of government.*

SAMPLE TASKS:

- Students obtain formal permission for use of an art form, design, and/or photo.
- Students participate in a class discussion on “work ethics and customer relations.”
- Students observe or participate in a role-play illustrating ethical and unethical practices pertaining to job interview, application, and resume writing.
- Develop and present a “total team” project on copyright basics for graphic artists.
- Students obtain legal release forms before using an art design on the internet.
- Students create a code of business standard pamphlet.
- Students design a performance guideline tool to evaluate a graphic communication worker in a given scenario for ethics and quality of work.

**PRODUCTION: VIDEO BROADCAST**

Students will identify and perform the three stages of production in a collaborative group.

**MSACCT- COM7-10: Students will demonstrate in preproduction the proper planning process.**

- a) Create a video script and identify by format.
- b) Identify messages communicated by audio or video.
- c) Read and compare/contrast a play and video script samples.
- d) Create a video script and identify by format.
- e) Define terminology used in broadcast/video scriptwriting.
- f) Determine that media has a creative language of its own.
- g) Recognize and create a storyboard.
- h) Use intermediate research skills to gather information for appropriate topics.
- i) Prepare and create intermediate production design.
- j) Effectively cast on air talent.

ACADEMIC STANDARDS:

*ELA7RC4: The student establishes a context for information acquired by reading across subject areas.*

*ELA7C1: The student demonstrates understanding and control of the rules of the English language, realizing that usage involves the appropriate application of conventions and grammar in both written and spoken formats.*

*ELA7W1: The student produces writing that establishes an appropriate organizational structure, sets a context and engages the reader, maintains a coherent focus throughout, and provides a satisfying closure.*

*ELA7W3: The student uses research and technology to support writing.*

*ELA7W4: The student consistently uses the writing process to develop, revise, and evaluate writing.*

*ELA7LSV2: The student listens to and views various forms of text and media in order to gather and share information, persuade others, and express and understand ideas. The student will select and critically analyze messages using rubrics as assessment tools.*

*M7D1: Students will pose questions, collect data, represent and analyze the data, and interpret results.*

*M7P4: Students will make connections among mathematical ideas and to other disciplines.*

**SAMPLE TASKS:**

- Contact local TV stations for information on talent, technical and other production positions and create a classroom display using documents received.
- Write copy/script for narrative story using a graphic organizer for plot.
- Write copy/script for Public Service Announcement.
- Create a storyboard for a music video.

**MSACCT- COM7-11: Students will exhibit proper production performance techniques.**

- a) Demonstrate intermediate shot composition.
- b) Demonstrate production etiquette.
- c) Assume roles of broadcast/video occupations to include director, assistant director, producer etc.
- d) Identify camera parts and their function.
- e) Load, record, and play video/audio equipment.
- f) Demonstrate proper set-up, and use of basic production equipment.
- g) Demonstrate basic camera shots.
- h) Transport equipment safely and securely.
- i) Demonstrate proper care of equipment.
- j) Communicate effectively, problem solving, work with a team.

**ACADEMIC STANDARDS:**

*ELA7R1: The student demonstrates comprehension and shows evidence of a warranted and responsible explanation of a variety of literary and informational texts.*

*ELA7RC2: The student participates in discussions related to curricular learning in all subject areas.*

*ELA7RC4: The student establishes a context for information acquired by reading across subject areas.*

*ELA7LSV1: The student participates in student-to-teacher, student-to-student, and group verbal interactions.*

*M7P4: Students will make connections among mathematical ideas and to other disciplines.*

*S7CS2: Students will use standard safety practices for all classroom laboratory and field investigations.*

**SAMPLE TASKS:**

- Create a 1 ½-2 minute Public Service Announcement.
- Create a 4 scene narrative story in project groups simulating a professional production crew.
- Produce a music video using a commercial or other audio recording.
- Research the development of video production from the early 1900s and generate a video timeline while practicing production techniques.

**MSACCT- COM7-12: Students will identify editing methods in post production.**

- a) Identify qualities of a technically acceptable audio track.
- b) Explain and demonstrate the care, storage, and use of media hardware and software.
- c) Identify and describe intermediate level process of recording techniques and use of basic editing devices.
- d) Describe operational parts of a recording device.
- e) Determine proper cables for set-up and operation of production equipment.
- f) Utilize intermediate digital audio editing techniques.
- g) Demonstrate intermediate operation of editing software.
- h) Demonstrate appropriate use of special and sound effects.

**ACADEMIC STANDARDS:**

- ELA7R1: The student demonstrates comprehension and shows evidence of a warranted and responsible explanation of a variety of literary and informational texts.*
- ELA7RC2: The student participates in discussions related to curricular learning in all subject areas.*
- ELA7W3: The student uses research and technology to support writing.*
- ELA7LSV1: The student participates in student-to-teacher, student-to-student, and group verbal interactions.*
- M7P4: Students will make connections among mathematical ideas and to other disciplines.*
- S7CS4: Students will use tools and instruments for observing, measuring, and manipulating equipment and materials in scientific activities.*

**SAMPLE TASKS:**

- Edit Public Service Announcement, music video, narrative story, or video timeline.
- Edit sound clips to create soundscape which tells a story.
- Manipulate audio by increasing and decreasing volume using editing software.
- Apply special effects to a video clip as directed by instructor.

**PRODUCTION: DESIGN AND LAYOUT**

**GRAPHIC COMMUNICATIONS**

Students will learn principles of design and general layout procedures as it relates to the graphics communications industry. Content will cover page composition, software programs used in graphic design, and image conversion. Knowledge and skills will be enhanced in a graphic communication productions laboratory facility through projects that simulate industry standards.

**MSACCT- COM7-13: Students will develop a working knowledge of the principles and elements of page layout, the appropriate use of color and type, and the graphic design process.**

- a) Examine and demonstrate the appropriate use of basic page layout elements and principles.
- b) Research and present the major type categories and define distinguishing characteristics of each.
- c) Define the concept of “mood and theme” in typography.
- d) Identify effects applied to typefaces to achieve “readability” and evaluate when each is – or is not – appropriate to use.

- e) Demonstrate text alignment, element positioning, and rules of page design for printed matter.
- f) Distinguish the differences between primary, secondary, and complimentary colors.
- g) Summarize and demonstrate each stage of a document design and layout methods/process.
- h) Define CMYK and RGB and understand the difference between them and when to use them.

#### ACADEMIC STANDARD:

- M7D1: Students will pose questions, collect data, represent and analyze the data, and interpret results.*
- M7P1: Students will solve problems (using appropriate technology).*
- M7P4: Students will make connections among mathematical ideas and to other disciplines.*
- ELA7LSV2: The student listens to and views various forms of text and media in order to gather and share information, persuade others, and express and understand ideas. The student will select and critically analyze messages using rubrics as assessment tools.*
- ELA7W1: The student produces writing that establishes an appropriate organizational structure, sets a context and engages the reader, maintains a coherent focus throughout, and provides a satisfying closure.*
- ELA7W3: The student uses research and technology to support writing.*

#### SAMPLE TASKS:

Students will use appropriate color schemes, typography, elements and principles of a page layout, and design process techniques, when doing the following tasks.

- Create a magazine page layout and illustrate page layout elements.
- Create a “What’s In a Name?” poster utilizing no more than two typefaces to interpret the student’s personality.
- Research a library of typefaces available in computer lab to develop a list of “Favorite Fonts,” and organize by type category.
- Develop and present a project on type categories and how to identify each through their characteristics.
- Design and print a notepad, book cover, safety poster, flyer and/or CD/DVD cover.
- Design and print a French fold greeting card, invitations, thank you card or birthday card.
- Create a 2-sided, 3 panel brochure using graphic and text.

**MSACCT- COM7-14: Students will learn the differences and functions of page layout, raster based/photo manipulation, and vector based/graphic software applications and the art of producing various digital file formats.**

- a) Select appropriate procedure to log-on/boot-up, name, save and print a document when using a page layout program.
- b) Understand the use of traditional and computer-generated tools in the production of a page layout.
- c) Understand use of file management and file formats.
- d) Understand folder structure to organize documents along with all support files (including client original files, fonts, links, etc.).
- e) Design and create page layout templates for production of a product.
- f) Understand appropriate pagination for a given job.
- g) Demonstrate knowledge of spell check and proofreaders marks. Proofread, edit, and make corrections or adjustments to documents.

- h) Identify and understand the differences and applications for using page layout software, raster based photo manipulation software, and vector based graphic software.
- i) Comprehend appropriate method to sizing an illustration.
- j) Demonstrate how to place scanned graphics/photos into existing page layout program.
- k) Understand file formats used in industry: native/default format; meta files (files that contain fonts, raster, and vector information; example: wmf, PDF, eps) and generic (example: tif, jpg, gif, and txt).

### ACADEMIC STANDARDS:

- M7D1: Students will pose questions, collect data, represent and analyze the data, and interpret results.*
- M7P1: Students will solve problems (using appropriate technology).*
- M7P4: Students will make connections among mathematical ideas and to other disciplines.*
- ELA7LSV2: The student listens to and views various forms of text and media in order to gather and share information, persuade others, and express and understand ideas. The student will select and critically analyze messages using rubrics as assessment tools.*
- ELA7R1: The student demonstrates comprehension and shows evidence of a warranted and responsible explanation of a variety of literary and informational texts.*
- ELA7R2: The student understands and acquires new vocabulary and uses it correctly in reading and writing.*
- ELA7RC4: The student establishes a context for information acquired by reading across subject areas.*
- ELA7W1: The student produces writing that establishes an appropriate organizational structure, sets a context and engages the reader, maintains a coherent focus throughout, and provides a satisfying closure.*
- ELA7W3: The student uses research and technology to support writing.*

### SAMPLE TASKS:

Students will use the appropriate software for the following tasks.

- Create a “What’s In a Name?” poster utilizing no more than two typefaces to interpret the student’s personality.
- Design, create, and print a notepad, book cover, safety poster, flyer and/or CD/DVD cover.
- Design, create, and print a French fold greeting card, invitations, thank you card or birthday card.
- Create a magazine page layout and illustrate page layout elements.
- Create a 2-sided, 3 panel brochure using graphic and text.

### CAREER TECHNOLOGY STUDENT ORGANIZATIONS (COSTS)

**MSACCT- COM7-15: Students will participate in SkillsUSA activities.**

- a) Establish a SkillsUSA chapter.
- b) Hold SkillsUSA chapter meetings.
- c) Attend a high school SkillsUSA event.

**ACADEMIC STANDARDS:**

*ELA7R2: The student understands and acquires new vocabulary and uses it correctly in reading and writing.*

*ELA7RC2: The student participates in discussions related to curricular learning in all subject areas.*

**SAMPLE TASKS:**

- Invite a high school officer to talk to chapter.
- Establish the different officers needed in the local chapter.
- Run for an office in the local chapter.
- Attend a high school SkillsUSA chapter meeting.
- Attend a regional SkillsUSA competition.
- Attend a state level SkillsUSA competition.
- Attend the SkillsUSA Career Expo.

**READING STANDARD COMMENT:**

After the elementary years, students are seriously engaged in reading for learning. This process sweeps across all disciplinary domains, extending even to the area of personal learning. Students encounter a variety of informational as well as fictional texts, and they experience text in all genres and modes of discourse. In the study of various disciplines of learning (language arts, mathematics, science, social studies), students must learn through reading the communities of discourse of each of those disciplines. Each subject has its own specific vocabulary, and for students to excel in all subjects, they must learn the specific vocabulary of those subject areas *in context*.

Beginning with the middle grade years, students begin to self-select reading materials based on personal interests established through classroom learning. Students become curious about science, mathematics, history, and literature as they form contexts for those subjects related to their personal and classroom experiences. As students explore academic areas through reading, they develop favorite subjects and become confident in their verbal discourse about those subjects.

Reading across curriculum content develops both academic and personal interests in students. As students read, they develop both content and contextual vocabulary. They also build good habits for reading, researching, and learning. The Reading Across the Curriculum standard focuses on the academic and personal skills students acquire as they read in all areas of learning.

**CTAEMRC-1: Students will enhance reading in all curriculum areas by:**

- a. Reading in all curriculum areas.
  - Read a minimum of 25 grade-level appropriate books per year from a variety of subject disciplines and participate in discussions related to curricular learning in all areas.
  - Read both informational and fictional texts in a variety of genres and modes of discourse.
  - Read technical texts related to various subject areas.
- b. Discussing books.
  - Discuss messages and themes from books in all subject areas.
  - Respond to a variety of texts in multiple modes of discourse.

- Relate messages and themes from one subject area to messages and themes in another area.
  - Evaluate the merit of texts in every subject discipline.
  - Examine author's purpose in writing.
  - Recognize the features of disciplinary texts.
- c. Building vocabulary knowledge.
- Demonstrate an understanding of contextual vocabulary in various subjects.
  - Use content vocabulary in writing and speaking.
  - Explore understanding of new words found in subject area texts.
- d. Establishing context.
- Explore life experiences related to subject area content.
  - Discuss in both writing and speaking how certain words are subject area related.
  - Determine strategies for finding content and contextual meaning for unknown words.

### **WRITING:**

The student writes clear, coherent text. The writing shows consideration of the audience and purpose. The student progresses through the stages of the writing process (e.g., prewriting, drafting, revising, and editing successive versions).

### **CTAEW-1: The student demonstrates competence in a variety of genres.**

The student produces technical writing (business correspondence: memoranda, emails, letters of inquiry, letters of complaint, instructions and procedures, lab reports, slide presentations) that:

- a) Creates or follows an organizing structure appropriate to purpose, audience, and context.
- b) Excludes extraneous and inappropriate information.
- c) Follows an organizational pattern appropriate to the type of composition.
- d) Applies rules of Standard English.

### **CTAEW-2: The student uses research and technology to support writing.**

The student:

- a) Identifies topics, asks and evaluates questions, and develops ideas leading to inquiry, investigation, and research.
- b) Uses organizational features of electronic text (e.g., bulletin boards, databases, keyword searches, e-mail addresses) to locate relevant information.
- c) Includes researched information in different types of products (e.g., compositions, multimedia presentations, graphic organizers, projects, etc.).
- d) Uses appropriate structures to ensure coherence (e.g., transition elements).
- e) Supports statements and claims with anecdotes, descriptions, facts and statistics, and specific examples.
- f) Gives credit for both quoted and paraphrased information in a bibliography by using a consistent and sanctioned format and methodology for citations.

**CTAEW-3: The student consistently uses the writing process to develop, revise, and evaluate writing.**

The student:

- a) Plans and drafts independently and resourcefully.
- b) Uses strategies of note taking, outlining, and summarizing to impose structure on composition drafts.
- c) Edits writing to improve word choice after checking the precision of the vocabulary.

**ENTREPRENEURSHIP:**

**MKT-EN-1: Understands concepts and processes associated with successful entrepreneurial performance.**

- a) Define entrepreneurship.
- b) Identify and analyze characteristics of a successful entrepreneur.
- c) Identify the reasons for planning in entrepreneurial businesses.
- d) Discuss the entrepreneurial discovery processes.
- e) Assess global trends and opportunities.
- f) Determine opportunities for business creation.
- g) Generate ideas for business.
- h) Determine feasibility of ideas.
- i) Determine the major reasons for business failure.

**ACADEMIC STANDARDS:**

*ELA8W1: The student produces writing that establishes an appropriate organizational structure, sets a context and engages the reader, maintains a coherent focus throughout, and signals a satisfying closure.*

*ELA8W3: The student uses research and technology to support writing.*

*SSEF6: The student will explain how productivity, economic growth and future standards of living are influenced by investment in factories, machinery, new technology and the health, education and training of people.*

*SSEIN1: The student will explain why individuals, businesses and governments trade goods and services.*

**MKT-EN-2: Explain the fundamental concepts of business ownership.**

- a) Determine the relationship of competition to our private, free enterprise system.
- b) Explain the effects of competition on buyers and sellers.
- c) Identify the common types of business ownership.
- d) Compare and contrast the advantages and disadvantages of each type of ownership.
- e) Explain relevant government regulations relating to the operation of a business.
- f) Discuss the types of risks that businesses encounter.
- g) Explain how businesses deal with the various types of risks.
- h) Identify the market segment for the business.
- i) Formulate a marketing mix designed to reach a specific market segment.

- j) Utilize the marketing functions to determine the competitive advantage of the proposed business.

### **ACADEMIC STANDARDS:**

*ELA8W1: The student produces writing that establishes an appropriate organizational structure, sets a context and engages the reader, maintains a coherent focus throughout, and signals a satisfying closure.*

*ELA8W3: The student uses research and technology to support writing.*

*SSEF5: The student will describe the roles of government in a market economy.*

### **CTAE FOUNDATION SKILLS:**

The Foundation Skills for Career, Technical and Agricultural Education (CTAE) are critical competencies that students pursuing any career pathway should exhibit to be successful. As core standards for all career pathways in all program concentrations, these skills link career, technical and agricultural education to the state's academic performance standards.

The CTAE Foundation Skills are aligned to the foundation of the U.S. Department of Education's 16 Career Clusters. Endorsed by the National Career Technical Education Foundation (NCTEF) and the National Association of State Directors of Career Technical Education Consortium (NASDCTEc), the foundation skills were developed from an analysis of all pathways in the sixteen occupational areas. These standards were identified and validated by a national advisory group of employers, secondary and postsecondary educators, labor associations, and other stakeholders. The Knowledge and Skills provide learners a broad foundation for managing lifelong learning and career transitions in a rapidly changing economy.

**CTAE-FS-1 Technical Skills:** Learners achieve technical content skills necessary to pursue the full range of careers for all pathways in the program concentration.

**CTAE-FS-2 Academic Foundations:** Learners achieve state academic standards at or above grade level.

**CTAE-FS-3 Communications:** Learners use various communication skills in expressing and interpreting information.

**CTAE-FS-4 Problem Solving and Critical Thinking:** Learners define and solve problems, and use problem-solving and improvement methods and tools.

**CTAE-FS-5 Information Technology Applications:** Learners use multiple information technology devices to access, organize, process, transmit, and communicate information.

**CTAE-FS-6 Systems:** Learners understand a variety of organizational structures and functions.

**CTAE-FS-7 Safety, Health and Environment:** Learners employ safety, health and environmental management systems in corporations and comprehend their importance to organizational performance and regulatory compliance.

**CTAE-FS-8 Leadership and Teamwork:** Learners apply leadership and teamwork skills in collaborating with others to accomplish organizational goals and objectives.

**CTAE-FS-9 Ethics and Legal Responsibilities:** Learners commit to work ethics, behavior, and legal responsibilities in the workplace.

**CTAE-FS-10 Career Development:** Learners plan and manage academic-career plans and employment relations.

**CTAE-FS-11 Entrepreneurship:** Learners demonstrate understanding of concepts, processes, and behaviors associated with successful entrepreneurial performance.