

# Office Essentials: Communications Unit

Stage 1 Desired Results		
<p>ESTABLISHED GOALS:</p> <p><u>Competencies:</u></p> <ul style="list-style-type: none"> <li>Students will demonstrate the ability to use technology in order to create and publish real world products</li> <li>Students will demonstrate the ability to create various business documents in order to communicate purposefully and effectively .</li> <li>Students will demonstrate the ability to analyze and summarize text and integrate knowledge to make meaning of discipline-specific materials.</li> <li>Students will demonstrate the ability to produce coherent and supported writing in order to communicate effectively for a range of discipline-specific tasks, purposes, and audiences.</li> <li>Students will demonstrate the ability to speak purposefully and effectively by strategically making decisions about content, language use, and discourse style.</li> </ul> <p><u>Content Standards:</u></p> <p>ISTE - International Society for Technology in Education</p> <ul style="list-style-type: none"> <li><u>ISTE Standard 1:</u> Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.</li> </ul>	<i>Transfer</i>	
	<i>Students will be able to independently use their learning to <b>communicate using appropriate technology.</b></i>	
	<i>Meaning</i>	
	<p>ENDURING UNDERSTANDINGS</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>digital tools can assist in communication.</li> <li>information and ideas can be effectively communicated to various audiences using a variety of formats to create a real world product.</li> </ul>	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> <li>Is technology good for our personal relationships and interactions?</li> </ul>
	<i>Acquisition</i>	
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>that word processing software can be used to create written products used in effective business communication.</li> <li>that presentation software can be used to provide visual support to an oral</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>using technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.</li> <li>engaging in positive, safe, legal and</li> </ul>	

<ul style="list-style-type: none"> <li>● <u>ISTE Standard 2:</u> Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.</li> <li>● <u>ISTE Standard 4:</u> Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.</li> <li>● <u>ISTE Standard 6:</u> Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.</li> <li>● <u>ISTE Standard 7:</u> Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.</li> </ul>	<p>presentation.</p> <ul style="list-style-type: none"> <li>● that publication software can be used to self-publish a wide range of printed matter.</li> <li>● the elements of effective communication with various technology.</li> <li>● that the choice of communication style is dependent upon the audience and purpose.</li> <li>● that multiple software programs can create similar products.</li> </ul> <p><u>vocabulary:</u> format, SmartArt, header, WordArt, symbol, watermark, border, break, column, table, margins, mail merge, tabs, slide, notes, theme, layout, transition, animation, slide show, page parts, advertisements, borders and accents, page design, schemes, designs, columns, flyers, letters, menu, newsletter</p>	<p>ethical behavior when using technology, including social interactions online or when using networked devices.</p> <ul style="list-style-type: none"> <li>● selecting and using digital tools to plan and manage a design process that considers design constraints and calculated risks.</li> <li>● choosing the appropriate platforms and tools for meeting the desired objectives of their creation or communication.</li> <li>● exploring local and global issues and using collaborative technologies to work with others to investigate solutions.</li> </ul>
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<b>Content Area Literacy Standards</b>	<b>21<sup>st</sup> Century Skills</b>
<p>CCSS.ELA-LITERACY.RST.9-10.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.</p> <p>CCSS.ELA-LITERACY.RST.9-10.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9-10 texts and topics.</p> <p>CCSS.ELA-LITERACY.RST.9-10.7 Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.</p> <p>WHST.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>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.</p>	<ul style="list-style-type: none"> <li>● <i>Communicate clearly</i></li> <li>● <i>Think creatively</i></li> <li>● <i>Apply technology effectively</i></li> </ul>

## Stage 2 - Evidence

<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

## Stage 3 – Learning Plan

*Summary of Key Learning Events and Instruction*

<i>Science Integration</i>	<i>College, Career, and Civic Life Integration</i>	<i>Technology Integration</i>
<i>District Materials</i>	<i>Distance Learning/Field Trips</i>	<i>Technology Resources</i>

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