# Scope & Sequence

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| Course Name: Professional Communications**TSDS PEIMS Code:** 13009900 | **Course Credit:** .5 **Course Requirements:** Grade Placement 9-12. **Prerequisites:** None. |
| **Course Description:** Professional Communications blends written, oral, and graphic communication in a career-based environment. Careers in the global economy require individuals to be creative and have a strong background in computer and technology applications, a strong and solid academic foundation, and a proficiency in professional oral and written communication. Within this context, students will be expected to develop and expand the ability to write, read, edit, speak, listen, apply software applications, manipulate computer graphics, and conduct Internet research. |
| **NOTE:** This is a suggested scope and sequence for the course content. This content will work with any textbook or instructional materials. If locally adapted, make sure all TEKS are covered. |
| **Total Number of Periods****Total Number of Minutes****Total Number of Hours** | 88 Periods.3960 Minutes66 Hours\* | \*Schedule calculations based on 175/180 calendar days. For 0.5 credit courses, schedule is calculated out of 88/90 days. Scope and sequence allows additional time for guest speakers, student presentations, field trips, remediation, extended learning activities, etc.  |
| **Unit Number, Title, and Brief Description** | **# of Class Periods\***(assumes 45-minute periods)Total minutes per unit | **TEKS Covered****130.110. (c) Knowledge and skills.** |
| **Unit 1: Professional Standards and Employability Skills**Students will begin the course by discussing professional standards and personal qualities needed to be employable, such as effective oral and written communication, leadership skills, teamwork, appreciation for diversity, conflict management, customer service, a positive and productive work ethic, and adaptability. Students will further develop and demonstrate these skills and attributes by creating and/or participating in classroom activities and workplace vignettes/scenarios that highlight professionalism, leadership, collaboration, and teamwork, and continue to demonstrate these skills and attributes throughout the course. Students will discuss successful methods of planning and time management in small groups and/or other classroom activities. As a culminating activity for the unit, student teams will discuss, describe, and/or present summaries of effective communication and collaboration skills, time management skills, and instructor expectations regarding classroom rules, schedules, and task completion. | 5 periods225 minutes | (1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:(B) demonstrate professional standards and personal qualities needed to be employable such as oral and written communication, leadership, teamwork, appreciation for diversity, conflict management, customer service, work ethic, and adaptability.(7) The student applies safety regulations. The student is expected to:(A) implement personal and classroom safety rules and regulations; and(B) follow emergency procedures as needed.(10) The student applies technical skills for efficiency. The student is expected to:(A) employ planning and time-management skills to relate to professional communications; and(B) use technology to enhance productivity. |
| **Unit 2: Communication and Technology Skills**Students will use appropriate technology and/or assigned materials to learn and/or review relevant cyber safety procedures. Students will also learn about, discuss, and use technology applications such as social media, email, Internet, writing and publishing, presentation, and spreadsheet or database applications for audio and video production projects, as well as processes such as personal information management, file management, and file sharing. Students will work together in teams to learn, observe, and demonstrate how to employ and monitor appropriate cyber safety/security measures for the various technology applications and processes. | 8 periods360 minutes | (4) The student understands and examines problem-solving methods. The student is expected to:(A) employ critical-thinking skills independently and in groups; and(B) employ interpersonal skills in groups to solve problems.(5) The student uses technology applications and processes. The student is expected to:(A) use technology applications such as social media, email, Internet, writing and publishing, presentation, and spreadsheet or database applications for audio and video production projects; and(B) use processes such as personal information management, file management, and file sharing. |
| **Unit 3: Ethical Conduct and Critical-Thinking Skills**Students will explore, identify, and explain ethical decision making and laws regarding use of technology in communications, including copyright laws relevant to fair use and duplication of materials, and how to exhibit digital citizenship. Students will also use appropriate technology and/or assigned materials to research and analyze the impact of communications on society, and to identify and analyze ethical and social responsibilities of communicators. Students will discuss their findings in small groups, brief presentations, and/or in other classroom activities. Students will demonstrate their understanding of digital citizenship, relevant laws, and ethical responsibilities in classroom activities and/or decision-making scenarios/occupational tasks. | 8 periods360 minutes | (4) The student understands and examines problem-solving methods. The student is expected to:(A) employ critical-thinking skills independently and in groups; and(B) employ interpersonal skills in groups to solve problems.(9) The student applies ethical decision making and understands and complies with laws regarding use of technology in communications. The student is expected to:(A) exhibit ethical conduct;(B) discuss copyright laws in relation to fair use and duplication of materials;(C) analyze the impact of communications on society; and(D) understand and exhibit digital citizenship.(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:(D) identify and analyze ethical and social responsibilities of communicators; and(P) participate in an informative or persuasive group discussion. |
| **Unit 4: Academic and Technical Skills**Students will explore, discuss, and demonstrate language arts knowledge as well as technical skills required for a successful career in professional communications. Students will be given multiple opportunities to learn, demonstrate and apply relevant technical and academic skills in-context as they demonstrate occupational tasks, participate in course activities, and complete their assignments. In this unit, students will use appropriate technology to research communications systems, including the history and evolution of the various related fields of study, the nature and types of businesses, and the economic factors influencing the communications industry as a whole. Students will discuss and demonstrate how to evaluate their information and resources for assumptions, purpose, outcomes, solutions, and propaganda techniques, as well as how to use correct grammar, punctuation, and terminology and technology applications to write, edit, and present their research projects. Student project presentations will demonstrate appropriate use of content, technical concepts, and vocabulary. | 15 periods675 minutes | (2) The student applies English language arts in professional communications projects. The student is expected to:(A) demonstrate use of content, technical concepts, and vocabulary;(B) use correct grammar, punctuation, and terminology to write and edit documents;(C) identify assumptions, purpose, outcomes, solutions, and propaganda techniques;(D) compose and edit copy for a variety of written documents;(E) evaluate oral and written information; and(F) research topics for the preparation of oral and written communications.(5) The student uses technology applications and processes. The student is expected to:(A) use technology applications such as social media, email, Internet, writing and publishing, presentation, and spreadsheet or database applications for audio and video production projects.(6) The student understands communications systems. The student is expected to:(A) describe the nature and types of businesses;(B) analyze and summarize the history and evolution of the various related fields of study; and(C) analyze the economic base in order to demonstrate an understanding of the economic factors influencing the industry as a whole. |
| **Unit 5: Communication Components, Processes and Skills**Students will use appropriate technology and/or assigned materials to develop an understanding of the evolution of the arts, audio/video technology, and communications career field, including the history, foundation elements, principles, and communicative effects. Students will also use diagrams, illustrations, text, and/or examples to explain and demonstrate knowledge of the communication process, demonstrate knowledge of the components of the listening process, and demonstrate knowledge of various communication processes in professional contexts. Students will demonstrate their understanding of unit topics and appropriate interpersonal communication strategies in brief presentations, professional context and occupational task scenarios, and/or in other classroom activities. | 10 periods450 minutes | (11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:(A) develop an understanding of the evolution of the arts, audio/video technology, and communications career field, including the history, foundation elements, principles, and communicative effects;(B) demonstrate knowledge of the communication process, including the characteristics of oral language, types and effects of nonverbal communication, effective nonverbal strategies such as a firm handshake, direct eye contact, and appropriate use of space and distance;(C) demonstrate knowledge of the components of the listening process and specific kinds of listening such as critical, deliberative, and empathetic;(E) demonstrate knowledge of various communication processes in professional contexts, including using effective communication skills; analyzing standards for appropriate use of informal, standard, and technical language; making appropriate and important communication decisions based on accurate and complete information; and recognizing and analyzing appropriate channels of communication in organizations; and(F) use appropriate interpersonal communication strategies in professional contexts, including using different types of professional communication and communication management skills and observing professional etiquette. |
| **Unit 6: Professional Communications and Presentations**Students will use appropriate technology and/or assigned materials to further develop their knowledge of the interview process, including effective communication as interviewee and interviewer, and federal employment laws regarding interviews, how to identify and use appropriate strategies for communicating with a variety of audiences, and how to use appropriate techniques to manage communication apprehension and build self-confidence. Students will also use diagrams, illustrations, text, and/or examples to explain and identify the types, purposes, dynamics, processes, effectiveness, roles of members, and leadership styles of professional groups and how to communicate effectively in group contexts by assuming productive roles, solving problems, managing conflicts, and building consensus in groups. Students will also research and discuss formal and informal professional presentations and effective strategies for developing them. Students will demonstrate their understanding of unit topics and appropriate professional communication strategies by conducting formal and informal professional presentations using effective verbal and nonverbal strategies to inform, persuade, or motivate an audience in occupational task scenarios, and/or in other classroom activities. | 12 periods540 minutes | (11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:(G) demonstrate knowledge of the interview process, including effective communication as interviewee and interviewer, and federal employment laws regarding interviews;(H) identify and use appropriate strategies for communicating with a variety of audiences;(I) identify the types, purposes, dynamics, processes, effectiveness, roles of members, and leadership styles of professional groups;(J) communicate effectively in group contexts by assuming productive roles, solving problems, managing conflicts, and building consensus in groups;(K) research formal and informal professional presentations by analyzing the audience, occasion, purpose, and primary and secondary sources; determining specific topics for presentations; and evaluating sources using media literacy strategies such as recognizing bias, misinformation, untruths, and source credibility;(L) develop formal and informal professional presentations using effective strategies to organize presentations, using information to support points in presentations, preparing scripts or notes, using visual or auditory aids to enhance presentations, and providing credit for information sources;(M) conduct formal and informal professional presentations using effective verbal and nonverbal strategies to inform, persuade, or motivate an audience;(N) use appropriate techniques to manage communication apprehension and build self-confidence; and(O) evaluate formal and informal professional presentations by participating in question-and-answer sessions following presentations, applying critical-listening strategies, and evaluating the effectiveness of presentations, including self-evaluation. |
| **Unit 7: Electronic Information and Communication**Students will research then participate in an informative or persuasive group discussion regarding using a variety of strategies to communicate and acquire information from electronic resources. Students will be given multiple opportunities to learn, demonstrate and apply technical skills to format digital information for appropriate and effective communication in a product by defining the purpose, identifying the intended audience, and using the principles of page design such as leading, kerning, automatic text flow into linked columns, widows, orphans, and text wrap, to apply desktop publishing to create products using word processing programs, editing products, or drawing programs; design elements such as text, graphics, headlines, color, white space; typography concepts, including font size and style; and graphic design concepts such as contrast, alignment, repetition, and proximity, develop and reference technical documentation, and deliver digital products in a variety of appropriate media. Students will apply their knowledge and skills to create a resume and/or cover letter/letter of interest, with correct grammar, punctuation, and terminology. | 15 periods675 minutes | 1. The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:

(D) create a resume and cover letter/letter of interest to document information such as work experiences, licenses, certifications, and work samples.(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:(P) participate in an informative or persuasive group discussion;(Q) use a variety of strategies to acquire information from electronic resources;(R) acquire electronic information in a variety of formats;(S) use research skills and electronic communications;(T) format digital information for appropriate and effective communication in a product by defining the purpose, identifying the intended audience, and using the principles of page design such as leading, kerning, automatic text flow into linked columns, widows, orphans, and text wrap;(U) apply desktop publishing to create products using word processing programs, editing products, or drawing programs; design elements such as text, graphics, headlines, color, white space; typography concepts, including font size and style; and graphic design concepts such as contrast, alignment, repetition, and proximity;(V) develop and reference technical documentation; and(W) deliver digital products in a variety of appropriate media. |
| **Unit 8: Leadership Opportunities**Students will research, explore, and discuss examples and benefits of CTSO and/or other extracurricular student leadership activities. Students will then prepare an informal presentation on a CTSO or another extracurricular organization and/or professional development activity they are willing to join or are already participating in. Presentations will identify leadership characteristics and show mastery of course knowledge, skills, and objectives.  | 5 periods225 minutes | (1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:(A) explore opportunities in training, education, and certifications for employment;(B) demonstrate professional standards and personal qualities needed to be employable such as oral and written communication, leadership, teamwork, appreciation for diversity, conflict management, customer service, work ethic, and adaptability; and(E) demonstrate skills in evaluating and comparing employment opportunities.(8) The student identifies and develops leadership characteristics. The student is expected to:(A) identify leadership characteristics; and(B) participate in student leadership and professional development activities. |
| **Unit 9: Presentations and Interviews** Students will use organized and professional communications strategies to present completed resumes and cover letters in formal and informal presentations. Students will exhibit public relations skills as they participate in mock interviews both as job applicants and as potential employers, as well as create and/or participate in various scenarios that demonstrate skills related to seeking and applying for employment, evaluating and comparing employment opportunities, appropriate workplace conduct, appreciation for diversity, conflict management, customer service, and personal application of workplace ethics. As part of these mock interviews and potential workplace scenarios, students will demonstrate knowledge of the interview process, including effective communication as interviewee and interviewer, and federal employment laws regarding interviews. | 10 periods450 minutes | (1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:(A) explore opportunities in training, education, and certifications for employment;(B) demonstrate professional standards and personal qualities needed to be employable such as oral and written communication, leadership, teamwork, appreciation for diversity, conflict management, customer service, work ethic, and adaptability;(C) demonstrate skills related to seeking and applying for employment;(D) create a resume and cover letter/letter of interest to document information such as work experiences, licenses, certifications, and work samples; and(E) demonstrate skills in evaluating and comparing employment opportunities.(3) The student applies professional communications strategies. The student is expected to:(A) adapt language for audience, purpose, situation, and intent;(B) organize oral and written information;(C) interpret and communicate information, data, and observations;(D) deliver formal and informal presentations;(E) apply active listening skills;(F) develop and interpret tables, charts, and figures;(G) listen to and speak with diverse individuals; and(H) exhibit public relations skills.(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:(G) demonstrate knowledge of the interview process, including effective communication as interviewee and interviewer, and federal employment laws regarding interviews. |