



EVERETT PUBLIC SCHOOLS SOCIAL MEDIA MARKETING FRAMEWORK

Course: Social Media Marketing	Total Framework Hours: 90 Hours
CIP Code: 521999 <input checked="" type="checkbox"/> Exploratory <input type="checkbox"/> Preparatory	Date Last Modified: 08.19.2020
Career Cluster: Business, Management & Administration	Cluster Pathway: General Management

COMPONENTS AND ASSESSMENTS

Performance Assessments: Introduction to Marketing Standard Assessments

Leadership Alignment:

21st Century Skills Alignment

Use Systems Thinking

2.B.1 Analyze how parts of a whole interact with each other to produce overall outcomes in complex systems.

Make Judgements and Decisions

2.C.4 Interpret information and draw conclusions based on the best analysis.

Communicate Clearly

3.A.2 Listen effectively to decipher meaning, including knowledge, values, attitudes and intentions.

3.A.3 Use communication for a range of purposes (e.g. to inform, instruct, motivate and persuade).

Access and Evaluate Information

4.A.2 Evaluate information critically and competently.

Use and Manage Information

4.B.1 Use information accurately and creatively for the issue or problem at hand.

Apply Technology

6.A.1 Use technology as a tool to research, organize, evaluate and communicate information.

Manage Goal and Time

8.A.3 Utilize time and manage workload efficiently

Be Self-Directed Learners

8.C.1 Go beyond basic mastery of skills and/or curriculum to explore and expand one's own learning and opportunities to gain expertise.

Produce Results

10.B.1e Present oneself professionally and with proper etiquette.

DECA Alignment

DECA Cluster Exam

DECA Role Plays – Social Media Focus

DECA Integrated Marketing Campaign – Product, Service or Event

Standards and Competencies

Unit: Introduction to Marketing

Industry Standards and/or Competencies:

Total Learning Hours for Unit: 5

- Know the key roles of a company's marketing department

- Identify the differences among marketing, sales, and advertising
- Recognize how marketing supports the efforts of sales and advertising
- Understand the importance of customers and target audiences
- Know the importance of simple and clear messaging and communication
- Understand a “marketing mix” (four P’s of marketing)

Aligned Washington State Learning Standards

Subject	Standard #	Standard
Language	L.11-12.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
Reading	RST.11-12.2	Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
Speaking and Listening	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. D.	Respond thoughtfully to diverse perspectives; summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections considering the evidence and reasoning presented.
	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.
	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.
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.

COMPONENTS AND ASSESSMENTS

Performance Assessments: Introduction to Social Media Marketing Standard Assessments

Leadership Alignment:

21st Century Skills Alignment

Use Systems Thinking

2.B.1 Analyze how parts of a whole interact with each other to produce overall outcomes in complex systems

Communicate Clearly

3.A.1 Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts.

3.A.2 Listen effectively to decipher meaning, including knowledge, values, attitudes and intentions.

Access and Evaluate Information

4.A.2 Evaluate information critically and competently.

Adapt to Change

7.A.2 Work effectively in a climate of ambiguity and changing priorities.

Manage Goals and Time

8.A.3 Utilize time and manage workload efficiently.

Work Independently

8.B.1 Monitor, define, prioritize and complete tasks without direct oversight.

Be Self-Directed Learners

8.C.1 Go beyond basic mastery of skills and/or curriculum to explore and expand one's own learning and opportunities to gain expertise.

Interact Effectively with Others

9.A.1 Know when it is appropriate to listen and when to speak. 9.B.2 Respond open-mindedly to different ideas and values

Produce Results

10.B.1.f: Collaborate and cooperate effectively with teams

10.B.1.h: Be accountable for results

DECA Alignment

DECA Cluster Exam

DECA Role Plays – Social Media Focus

DECA Integrated Marketing Campaign – Product, Service or Event

Standards and Competencies

Unit: Introduction to Social Media Marketing

Industry Standards and/or Competencies:

Total Learning Hours for Unit: 10

- Understand what social media marketing really is
- Learn the history of social media marketing
- Plan for future success in social media marketing
- Create epic social media content
- Measure social media marketing success

Aligned Washington State Learning Standards

Subject	Standard #	Standard
Language	L.11-12.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
	L.11-12.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
Reading	RST.11-12.2	Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
Speaking and 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.11-12.4	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.
Writing	WHST.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

COMPONENTS AND ASSESSMENTS

Performance Assessments: Safety and security, bullying and trolling, personal ethics Indicator Assessments

Leadership Alignment:

21st Century Skills Alignment

Thinking Creatively

1.A.1 Use a wide range of idea creation techniques (such as brainstorming).

1.A.2 Create new and worthwhile ideas (both incremental and radical concepts).

1.A.3 Elaborate, refine, analyze and evaluate their own ideas in order to improve and maximize creative efforts

Make Judgements and Decisions

2.C.1 Effectively analyze and evaluate evidence, arguments, claims and beliefs.

2.C.2 Analyze and evaluate major alternative points of view.

2.C.3 Synthesize and make connections between information and arguments.

2.C.4 Interpret information and draw conclusions based on the best analysis.

2.C.5 Reflect critically on learning experiences and processes.

Solve Problems

2.D.1 Solve different kinds of non-familiar problems in both conventional and innovative ways.

2.D.2 Identify and ask significant questions that clarify various points of view and lead to better solutions.

Communicate Clearly

3.A.1 Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts.

3.A.2 Listen effectively to decipher meaning, including knowledge, values, attitudes and intentions.

3.A.3 Use communication for a range of purposes (e.g. to inform, instruct, motivate and persuade).

3.A.4 Utilize multiple media and technologies and know how to judge their effectiveness a priori as well as assess their impact.

3.A.5 Communicate effectively in diverse environments (including multi-lingual).

Apply Technology Effectively

6.A.1 Use technology as a tool to research, organize, evaluate and communicate information.

6.A.2 Use digital technologies (computers, PDAs, media players, GPS, etc.), communication/networking tools and social networks appropriately to access, manage, integrate, evaluate and create information to successfully function in a knowledge economy.

6.A.3 Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information technologies.

Interact Effectively with Others

9.A.1 Know when it is appropriate to listen and when to speak.

9.A.2 Conduct themselves in a respectable, professional manner.

DECA Alignment

DECA Cluster Exam

DECA Role Plays – Social Media Focus

DECA Integrated Marketing Campaign – Product, Service or Event

Standards and Competencies

Unit: Safety and security, bullying and trolling, personal ethics

Industry Standards and/or Competencies:

Total Learning Hours for Unit: 20

- Identify current social media image and next steps in developing a positive social presence.
- Analyze case studies to determine the impact of social media on personal image.

Aligned Washington State Learning Standards

Subject	Standard #	Standard
Language	L.11-12.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
	L.11-12.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
	L.11-12.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
	L.11-12.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
Reading	RST.11-12.2	Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
	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.
Speaking and 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.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.11-12.4	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.11-12.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
Writing	WHST.11-12.2. A	introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
	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.11-12.6	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.

COMPONENTS AND ASSESSMENTS

Performance Assessments: Social Media Communication Performance Indicator Assessments

Leadership Alignment:

21st Century Skills Alignment

Think Creatively

- 1.A.1 Use a wide range of idea creation techniques (such as brainstorming).
- 1.A.2 Create new and worthwhile ideas (both incremental and radical concepts).

Make Judgments and Decisions

- 2.C.4 Interpret information and draw conclusions based on the best analysis.
- 2.C.5 Reflect critically on learning experiences and processes.

Solve Problems

- 2.D.1 Solve different kinds of non-familiar problems in both conventional and innovative ways.

Communicate Clearly

- 3.A.1 Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts

Access and Evaluate Information

- 4.A.2 Evaluate information critically and competently.

Use and Manage Information

- 4.B.1 Use information accurately and creatively for the issue or problem at hand.

Apply Technology Effectively

- 6.A.1 Use technology as a tool to research, organize, evaluate and communicate information.

Adapt to Change

7.A.1 Adapt to varied roles, jobs, responsibilities, schedules and contexts.

7.A.2 Work effectively in a climate of ambiguity and changing priorities.

Interact Effectively with Others

9.A.1 Know when it is appropriate to listen and when to speak.

9.A.2 Conduct themselves in a respectable, professional manner

DECA Alignment

DECA Cluster Exam

DECA Role Plays – Social Media Focus

DECA Integrated Marketing Campaign – Product, Service or Event

Standards and Competencies**Unit:** Social Media Communication**Industry Standards and/or Competencies:****Total Learning Hours for Unit:** 30

- Create a pro/con chart of how each of the social media platforms are used and analyze business potential on the platform.
- Research social media campaigns (case study) and reflect on the impact of the chosen platform.
- Create a social media campaign for a school event/activity or a community business.

Aligned Washington State Learning Standards

Subject	Standard #	Standard
Language	L.11-12.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
	L.11-12.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
	L.11-12.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
	L.11-12.4. A	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
	L.11-12.4. B	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).
	L.11-12.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
	L.11-12.5. A	Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
	L.11-12.5. B	Analyze nuances in the meaning of words with similar denotations.
	L.11-12.6	Acquire and use accurately general academic and domain-specific words and phrases, enough 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.
Reading	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.
Speaking and Listening	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.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
	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.11-12.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

COMPONENTS AND ASSESSMENTS

Performance Assessments: Social Media Content Performance Indicator Assessments

Leadership Alignment:

21st Century Skills Alignment

Reason Effectively

2.A.1 Use various types of reasoning (inductive, deductive, etc.) as appropriate to the situation.

Make Judgements and Decisions

2.C.1 Effectively analyze and evaluate evidence, arguments, claims and beliefs.

2.C.2 Analyze and evaluate major alternative points of view.

2.C.3 Synthesize and make connections between information and arguments.

2.C.4 Interpret information and draw conclusions based on the best analysis.

Communicate Clearly

3.A.1 Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts.

3.A.2 Listen effectively to decipher meaning, including knowledge, values, attitudes and intentions.

3.A.3 Use communication for a range of purposes (e.g. to inform, instruct, motivate and persuade).

3.A.4 Utilize multiple media and technologies and know how to judge their effectiveness a priori as well as assess their impact.

Collaborate with Others

3.B.1 Demonstrate ability to work effectively and respectfully with diverse teams.

Access and Evaluate Information

4.A.1 Access information efficiently (time) and effectively (sources).

Use and Manage Information

4.B.1 Use information accurately and creatively for the issue or problem at hand.

4.B.2 Manage the flow of information from a wide variety of sources.

4.B.3 Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information.

Analyze Media

5.A.1 Understand both how and why media messages are constructed, and for what purposes.

5.A.2 Examine how individuals interpret messages differently, how values and points of view are included or excluded, and how media can influence beliefs and behaviors.

5.A.3 Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of media.

Create Media Products

5.B.1 Understand and utilize the most appropriate media creation tools, characteristics and conventions.

5.B.2 Understand and effectively utilize the most appropriate expressions and interpretations in diverse, multi-cultural environments.

Apply Technology Effectively

6.A.1 Use technology as a tool to research, organize, evaluate and communicate information.

6.A.2 Use digital technologies (computers, PDAs, media players, GPS, etc.), communication/networking tools and social networks appropriately to access, manage, integrate, evaluate and create information to successfully function in a knowledge economy.

6.A.3 Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information technologies.

Adapt to Change

7.A.2 Work effectively in a climate of ambiguity and changing priorities.

Mange Goals and Time

8.A.3 Utilize time and manage workload efficiently.

Work Independently

8.B.1 Monitor, define, prioritize and complete tasks without direct oversight.

Be Self-Directed Learners

8.C.1 Go beyond basic mastery of skills and/or curriculum to explore and expand one's own learning and opportunities to gain expertise.

8.C.2 Demonstrate initiative to advance skill levels towards a professional level.

8.C.4 Reflect critically on past experiences in order to inform future progress.

Mange Projects

10.A.1 Set and meet goals, even in the face of obstacles and competing pressures.

10.A.2 Prioritize, plan and manage work to achieve the intended result.

Guide and Lead Others

11.A.4 Demonstrate integrity and ethical behavior in using influence and power.

Be Responsible for Others

11.B.1 Act responsibly with the interests of the larger community in mind.

DECA Alignment

DECA Cluster Exam

DECA Role Plays – Social Media Focus

DECA Integrated Marketing Campaign – Product, Service or Event

Standards and Competencies

Unit: Social Media Content

Industry Standards and/or Competencies:

Total Learning Hours for Unit: 25

- Create effective posts that are concise, clear, and are effective.
- Create a strong, persuasive message that engages readers.
- Compose messages in active voice and relevant information.
- Evaluate the appropriate social media platform to reach desired audience.
- Edit writing for conventions.
- Maintain proper social media etiquette while giving and receiving feedback.

Aligned Washington State Learning Standards

Subject	Standard #	Standard
Language	L.11-12.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
	L.11-12.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
	L.11-12.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
	L.11-12.4. A	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
	L.11-12.4. B	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).
	L.11-12.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
	L.11-12.5. A	Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
	L.11-12.5. B	Analyze nuances in the meaning of words with similar denotations.

	L.11-12.6	Acquire and use accurately general academic and domain-specific words and phrases, enough 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.
Reading	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.
Speaking and Listening	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. 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
	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.11-12.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
Writing	WHST.11-12.2. A	Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
	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.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, 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.11-12.9	Draw evidence from informational texts to support analysis, reflection, and research.

COMPONENTS AND ASSESSMENTS

Performance Assessments: Social Media Advertising Performance Indicators Assessment

LEADERSHIP ALIGNMENT:

21st Century Skills Alignment

Think Creatively

1.A.1 Use a wide range of idea creation techniques (such as brainstorming).

1.A.2 Create new and worthwhile ideas (both incremental and radical concepts).

Work Creatively with Others

1.B.3 Demonstrate originality and inventiveness in work and understand the real-world limits to adopting new ideas.

Reason Effectively

2.A.1 Use various types of reasoning (inductive, deductive, etc.) as appropriate to the situation.

Use Systems Thinking

2.B.1 Analyze how parts of a whole interact with each other to produce overall outcomes in complex systems.

Communicate Clearly

3.A.1 Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts.

3.A.2 Listen effectively to decipher meaning, including knowledge, values, attitudes and intentions.

3.A.3 Use communication for a range of purposes (e.g. to inform, instruct, motivate and persuade).

3.A.4 Utilize multiple media and technologies and know how to judge their effectiveness a priori as well as assess their impact.

Use and Manage Information

4.B.1 Use information accurately and creatively for the issue or problem at hand.

4.B.2 Manage the flow of information from a wide variety of sources.

4.B.3 Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information.

Analyze Media

5.A.2 Examine how individuals interpret messages differently, how values and points of view are included or excluded, and how media can influence beliefs and behaviors.

5.A.3 Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of media.

Create Media Products

5.B.1 Understand and utilize the most appropriate media creation tools, characteristics and conventions.

5.B.2 Understand and effectively utilize the most appropriate expressions and interpretations in diverse, multi-cultural environments.

Apply Technology Effectively

6.A.3 Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information technologies.

Manage Goals and Time

8.A.3 Utilize time and manage workload efficiently.

Be Self-Directed Learners

8.C.4 Reflect critically on past experiences in order to inform future progress.

Interact Effectively with Others

9.A.2 Conduct themselves in a respectable, professional manner

Work Effectively in Diverse Teams

9.B.2 Respond open-mindedly to different ideas and values.

9.B.3 Leverage social and cultural differences to create new ideas and increase both innovation and quality of work.

Manage Projects

10.A.2 Prioritize, plan and manage work to achieve the intended result.

Guide and Lead Others

11.A.4 Demonstrate integrity and ethical behavior in using influence and power.

Be Responsible for Others

11.B.1 Act responsibly with the interests of the larger community in mind.

DECA Alignment

DECA Cluster Exam

DECA Role Plays – Social Media Focus

DECA Integrated Marketing Campaign – Product, Service or Event

Standards and Competencies

Unit: Social Media Advertising

Industry Standards and/or Competencies:

Total Learning Hours for Unit: 20

- Create a presentation analyzing a company's brand and make recommendations as to the best social media platform.
- Develop and write a week-long advertising campaign that demonstrates an understanding of advertising via social media.

Aligned Washington State Learning Standards

Subject	Standard #	Standard
Language	L.11-12.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
	L.11-12.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
	L.11-12.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

	L.11-12.4. A	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
	L.11-12.4. B	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).
	L.11-12.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
	L.11-12.5. A	Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
	L.11-12.5. B	Analyze nuances in the meaning of words with similar denotations.
	L.11-12.6	Acquire and use accurately general academic and domain-specific words and phrases, enough 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.
Reading	RST.11-12.2	Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
	RST.11-12.5	Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.
	RST.11-12.7	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.
Speaking and Listening	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.
Writing	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.11-12.1. E	Provide a concluding statement or section that follows from or supports the argument presented.
	WHST.11-12.2. A	Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
	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.11-12.7	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.11-12.9	Draw evidence from informational texts to support analysis, reflection, and research.

COMPONENTS AND ASSESSMENTS

Performance Assessments: Business Law and Ethics Performance Indicator Assessments**Leadership Alignment:****21st Century Skills Alignment**Communicate Clearly

3.A.1 Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts.

3.A.3 Use communication for a range of purposes (e.g. inform, instruct, motivate and persuade).

3.A.4 Utilize multiple media and technologies and know how to judge their effectiveness as well as assess their impact.

Use and Manage Information

4.B.3 Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information.

Apply Technology Effectively

6.A.1 Use technology as a tool to research, organize, evaluate and communicate information.

6.A.2 Use digital technologies (computers, PDAs, media players, GPS, etc.), communication/networking tools and social networks appropriately to access, manage, integrate, evaluate and create information to successfully function in a knowledge economy.

6.A.3 Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information technologies.

Work Effectively in Diverse Teams

9.B.1 Respect cultural difference and work effectively with people from a range of social and cultural backgrounds.

Produce Results

10.B.1a Work positively and ethically.

10.B.1e Present oneself professionally and with proper etiquette.

10.B.1g Respect and appreciate team diversity.

Guide and Lead Others

11.A.1 Use interpersonal and problem-solving skills to influence and guide others toward a goal.

11.A.2 Leverage strengths of others to accomplish a common goal.

11.A.3 Inspire others to reach their very best via example and selflessness.

11.A.4 Demonstrate integrity and ethical behavior in using influence and power

DECA Alignment

DECA Cluster Exam

DECA Role Plays – Social Media Focus

DECA Integrated Marketing Campaign – Product, Service or Event

Standards and Competencies

Unit: Law and Business Ethics

Industry Standards and/or Competencies:

Total Learning Hours for Unit: 15

- Compare and contrast the rights, responsibilities and roles played by social media in a democratic society versus a non-democratic society
- Analyze how the First Amendment and Bill of Rights affects the rights and responsibilities of social media users
- Apply the legal boundaries and concepts affection social media including copyright, libel, slander and obscenity.
- Analyze ethical guidelines and codes of ethics to explain how or why they are important to social medial organizations
- Discuss privacy policies of social platforms and the implications

Aligned Washington State Learning Standards

Subject	Standard #	Standard
Language	L.11-12.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
	L.11-12.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
	L.11-12.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

	L.11-12.4. A	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
	L.11-12.4. B	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).
	L.11-12.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
	L.11-12.5. A	Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
	L.11-12.5. B	Analyze nuances in the meaning of words with similar denotations.
	L.11-12.6	Acquire and use accurately general academic and domain-specific words and phrases, enough 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.
Reading	RST.11-12.2	Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
	RST.11-12.5	Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.
	RST.11-12.7	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.
Speaking and Listening	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.
Writing	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.11-12.1. E	Provide a concluding statement or section that follows from or supports the argument presented.
	WHST.11-12.2. A	Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
	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.11-12.7	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.11-12.9	Draw evidence from informational texts to support analysis, reflection, and research.

COMPONENTS AND ASSESSMENTS

Performance Assessments: Social Media Campaign Performance Indicator Assessments

Leadership Alignment:

21st Century Skills Alignment

Think Creatively

- 1.A.1 Use a wide range of idea creation techniques (such as brainstorming).
- 1.A.2 Create new and worthwhile ideas (both incremental and radical concepts).
- 1.A.3 Elaborate, refine, analyze and evaluate their own ideas in order to improve and maximize creative efforts.

Work Creatively with Others

- 1.B.1 Develop, implement and communicate new ideas to others effectively.
- 1.B.2 Be open and responsive to new and diverse perspectives; incorporate group input and feedback into the work.
- 1.B.3 Demonstrate originality and inventiveness in work and understand the real-world limits to adopting new ideas.
- 1.B.4 View failure as an opportunity to learn; understand that creativity and innovation is a long-term, cyclical process of small successes and frequent mistakes

Implement Innovation

- 1.C.1 Act on creative ideas to make a tangible and useful contribution to the field in which the innovation will occur.

Reason Effectively

- 2.A.1 Use various types of reasoning (inductive, deductive, etc.) as appropriate to the situation.

Use Systems Thinking

- 2.B.1 Analyze how parts of a whole interact with each other to produce overall outcomes in complex systems.

Make Judgements and Decisions

- 2.C.1 Effectively analyze and evaluate evidence, arguments, claims and beliefs.
- 2.C.2 Analyze and evaluate major alternative points of view.
- 2.C.3 Synthesize and make connections between information and arguments.
- 2.C.4 Interpret information and draw conclusions based on the best analysis.
- 2.C.5 Reflect critically on learning experiences and processes.

Communicate Clearly

- 3.A.1 Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts.
- 3.A.2 Listen effectively to decipher meaning, including knowledge, values, attitudes and intentions.
- 3.A.3 Use communication for a range of purposes (e.g. to inform, instruct, motivate and persuade).
- 3.A.4 Utilize multiple media and technologies and know how to judge their effectiveness a priori as well as assess their impact.
- 3.A.5 Communicate effectively in diverse environments (including multi-lingual).

Collaborate with Others

- 3.B.1 Demonstrate ability to work effectively and respectfully with diverse teams.
- 3.B.2 Exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal.
- 3.B.3 Assume shared responsibility for collaborative work, and value the individual contributions made by each team member

Analyze Media

- 5.A.1 Understand both how and why media messages are constructed, and for what purposes.
- 5.A.2 Examine how individuals interpret messages differently, how values and points of view are included or excluded, and how media can influence beliefs and behaviors.
- 5.A.3 Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of media.

Create Media Products

- 5.B.1 Understand and utilize the most appropriate media creation tools, characteristics and conventions.
- 5.B.2 Understand and effectively utilize the most appropriate expressions and interpretations in diverse, multi-cultural environments.

Apply Technology Effectively

- 6.A.1 Use technology as a tool to research, organize, evaluate and communicate information.

6.A.2 Use digital technologies (computers, PDAs, media players, GPS, etc.), communication/networking tools and social networks appropriately to access, manage, integrate, evaluate and create information to successfully function in a knowledge economy.

6.A.3 Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information technologies.

Work Independently

8.B.1 Monitor, define, prioritize and complete tasks without direct oversight

Interact Effectively with Others

9.A.1 Know when it is appropriate to listen and when to speak.

9.A.2 Conduct themselves in a respectable, professional manner.

Manage Projects

10.A.1 Set and meet goals, even in the face of obstacles and competing pressures.

10.A.2 Prioritize, plan and manage work to achieve the intended result.

Produce Results

10.B.1 Demonstrate additional attributes associated with producing high quality products including the abilities to:

10.B.1a Work positively and ethically.

10.B.1b Manage time and projects effectively.

10.B.1c Multi-task.

10.B.1d Participate actively, as well as be reliable and punctual.

10.B.1e Present oneself professionally and with proper etiquette.

10.B.1f Collaborate and cooperate effectively with teams.

10.B.1g Respect and appreciate team diversity.

10.B.1h Be accountable for results.

DECA Alignment

DECA Cluster Exam

DECA Role Plays – Social Media Focus

DECA Integrated Marketing Campaign – Product, Service or Event

Standards and Competencies

Unit: Social Media Campaign

Industry Standards and/or Competencies:

Total Learning Hours for Unit: 30

- Create a comprehensive social media campaign for a business.
- Revise and edit their work based on feedback and personal reflection.
- Collaborate in teams to achieve a common goal.
- Generate new ideas to convey a message.

Aligned Washington State Learning Standards

Subject	Standard #	Standard
Language	L.11-12.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
	L.11-12.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
	L.11-12.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
	L.11-12.4. A	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
	L.11-12.4. B	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).
	L.11-12.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
	L.11-12.5. A	Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.

	L.11-12.5. B	Analyze nuances in the meaning of words with similar denotations.
	L.11-12.6	Acquire and use accurately general academic and domain-specific words and phrases, enough 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.
Reading	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.
Speaking and Listening	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.11-12.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
Writing	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.11-12.2. E	Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).
	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.11-12.10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

COMPONENTS AND ASSESSMENTS

Performance Assessments: Metrics and Analytics Performance Indicator Assessments

Leadership Alignment:

21st Century Skills Alignment

Use Systems Thinking

2.B.1 Analyze how parts of a whole interact with each other to produce overall outcomes in complex systems

Access and Evaluate Information

4.A.1 Access information efficiently (time) and effectively (sources).

4.A.2 Evaluate information critically and competently

Apply Technology Effectively

6.A.1 Use technology as a tool to research, organize, evaluate and communicate information.

6.A.2 Use digital technologies (computers, PDAs, media players, GPS, etc.), communication/networking tools and social networks appropriately to access, manage, integrate, evaluate and create information to successfully function in a knowledge economy.

DECA Alignment

DECA Cluster Exam

DECA Role Plays – Social Media Focus

DECA Integrated Marketing Campaign – Product, Service or Event

Standards and Competencies

Unit: Metrics and Analytics		
Industry Standards and/or Competencies:		Total Learning Hours for Unit: 10
<ul style="list-style-type: none"> Explain the role, the need and how to adjust to the findings of metrics and analytics in social media marketing. Identify and apply the free tools available for metrics and analytics. 		
Aligned Washington State Learning Standards		
Subject	Standard #	Standard
Language	L.11-12.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
	L.11-12.4. A	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
	L.11-12.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
	L.11-12.6	Acquire and use accurately general academic and domain-specific words and phrases, enough 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.
Reading	RST.11-12.2	Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
	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.
Speaking and Listening	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. 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.11-12.4	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.11-12.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
Writing	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.11-12.2. A	Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
	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.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
	WHST.11-12.9	Draw evidence from informational texts to support analysis, reflection, and research.

COMPONENTS AND ASSESSMENTS

Performance Assessments: Career Development Performance Indicator Assessments

Leadership Alignment:

21st Century Skills Alignment**Communicate Clearly**

- 3.A.1 Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts.
 3.A.2 Listen effectively to decipher meaning, including knowledge, values, attitudes and intentions.
 3.A.5 Communicate effectively in diverse environments (including multi-lingual).

Create Media Products

- 5.B.2 Understand and effectively utilize the most appropriate expressions and interpretations in diverse, multi-cultural environments.

Manage Goals and Time

- 8.A.1 Set goals with tangible and intangible success criteria.
 8.A.2 Balance tactical (short-term) and strategic (long-term) goals.
 8.A.3 Utilize time and manage workload efficiently.

Be Self-Directed Learners

- 8.C.1 Go beyond basic mastery of skills and/or curriculum to explore and expand one's own learning and opportunities to gain expertise.
 8.C.2 Demonstrate initiative to advance skill levels towards a professional level.
 8.C.3 Demonstrate commitment to learning as a lifelong process.
 8.C.4 Reflect critically on past experiences in order to inform future progress.

Standards and Competencies**Unit:** Career Development**Industry Standards and/or Competencies:****Total Learning Hours for Unit:** 15

- Demonstrate an understanding of the value of "networking" as a professional growth resource
- Develop talking points to be used in a professional setting
- Demonstrate 21st Century communication skills through business and social networking
- Relate current skills with small businesses they are working with

Aligned Washington State Learning Standards

Subject	Standard #	Standard
Language	L.11-12.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
	L.11-12.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
	L.11-12.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
Speaking and Listening	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.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.11-12.4	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.11-12.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
	SL.11-12.6	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
Writing	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.

21st Century Skills

Check those that students will demonstrate in this course:

LEARNING & INNOVATION	INFORMATION, MEDIA & TECHNOLOGY SKILLS	LIFE & CAREER SKILLS
<p>Creativity and Innovation</p> <p><input checked="" type="checkbox"/> Think Creatively</p> <p><input checked="" type="checkbox"/> Work Creatively with Others</p> <p><input checked="" type="checkbox"/> Implement Innovations</p> <p>Critical Thinking and Problem Solving</p> <p><input type="checkbox"/> Reason Effectively</p> <p><input type="checkbox"/> Use Systems Thinking</p> <p><input type="checkbox"/> Make Judgments and Decisions</p> <p><input checked="" type="checkbox"/> Solve Problems</p> <p>Communication and Collaboration</p> <p><input checked="" type="checkbox"/> Communicate Clearly</p> <p><input checked="" type="checkbox"/> Collaborate with Others</p>	<p>Information Literacy</p> <p><input checked="" type="checkbox"/> Access and /evaluate Information</p> <p><input checked="" type="checkbox"/> Use and Manage Information</p> <p>Media Literacy</p> <p><input checked="" type="checkbox"/> Analyze Media</p> <p><input checked="" type="checkbox"/> Create Media Products</p> <p>Information, Communications and Technology (ICT Literacy)</p> <p><input checked="" type="checkbox"/> Apply Technology Effectively</p>	<p>Flexibility and Adaptability</p> <p><input checked="" type="checkbox"/> Adapt to Change</p> <p><input type="checkbox"/> Be Flexible</p> <p>Initiative and Self-Direction</p> <p><input checked="" type="checkbox"/> Manage Goals and Time</p> <p><input type="checkbox"/> Work Independently</p> <p><input type="checkbox"/> Be Self-Directed Learners</p> <p>Social and Cross-Cultural</p> <p><input type="checkbox"/> Interact Effectively with Others</p> <p><input checked="" type="checkbox"/> Work Effectively in Diverse Teams</p> <p>Productivity and Accountability</p> <p><input type="checkbox"/> Manage Projects</p> <p><input checked="" type="checkbox"/> Produce Results</p> <p>Leadership and Responsibility</p> <p><input type="checkbox"/> Guide and Lead Others</p> <p><input type="checkbox"/> Be Responsible to Others</p>