

WARREN COUNTY SCHOOL DISTRICT

PLANNED INSTRUCTION

COURSE DESCRIPTION

Course Title: Professional Communication

Course Number: 10092

Course Prerequisites: None

Course Description: In today's global economy, professional communication is no longer limited to the basics of reading, writing, speaking, and listening. In this course, you will focus on communication in many forms- written, oral, graphic, and technological- in the workplace to enhance career options while learning how to address conflict and communicate with cultural competency. By the end of this course, you'll have the basics you need to be a standout communicator in a professional setting.

Suggested Grade Level: Grades 9-12

Length of Course: One Semester

Units of Credit: .5

PDE Certification and Staffing Policies and Guidelines (CSPG) Required Teacher Certifications:

CSPG 42

To find the CSPG information, go to [CSPG](#)

Certification verified by the WCSD Human Resources Department: ☐Yes ☐No

WCSD STUDENT DATA SYSTEM INFORMATION

Course Level: Academic

Mark Types: Check all that apply.

☒ F – Final Average ☒ MP – Marking Period ☒ EXM – Final Exam

GPA Type: ☐ GPAEL-GPA Elementary ☐ GPAML-GPA for Middle Level ☒ NHS-National Honor Society

☒ UGPA-Non-Weighted Grade Point Average ☒ GPA-Weighted Grade Point Average

State Course Code: 11003, 12009, and/or 51155

To find the State Course Code, go to [State Course Code](#), download the Excel file for SCED, click on SCED 6.0 tab, and choose the correct code that corresponds with the course.

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TEXTBOOKS AND SUPPLEMENTAL MATERIALS

Board Approved Textbooks, Software, and Materials:

Title: Edynamic Learning
Publisher: Virtual Learning
ISBN #: Click or tap here to enter text.
Copyright Date: Click or tap here to enter text.
WCSD Board Approval Date: Click or tap here to enter text.

Supplemental Materials: Click or tap here to enter text.

Curriculum Document

WCSD Board Approval:

Date Finalized: 4/3/2023
Date Approved: 6/26/2023
Implementation Year: 2023.2024

SPECIAL EDUCATION, 504, and GIFTED REQUIREMENTS

The teacher shall make appropriate modifications to instruction and assessment based on a student's Individual Education Plan (IEP), Chapter 15 Section 504 Plan (504), and/or Gifted Individual Education Plan (GIEP).

SCOPE AND SEQUENCE OF CONTENT AND CONCEPTS

Marking Period 1/3

Unit 1: How We Communicate - Communication is a lot like breathing: it's something we all do, continually, often without thinking about it. And like breathing, the act of communicating is vital for quality of life. In a professional setting, your ability to communicate thoughtfully will enable you to land the jobs you want, earn promotions, build positive relationships, and express yourself creatively. By the same token, just as it's possible to compromise your health by breathing too shallowly, not paying proper attention to the way you communicate can limit your opportunities. Get ready to take a deep dive into how communication works so you can communicate intentionally and effectively with coworkers, managers, and customers or clients.

Unit 2: Emotions and Conflict in Communication - Wherever humans are working or playing, conflict is bound to break out. That doesn't necessarily mean a fist fight—it simply means there will be inevitable differences in perspective and opinion. And when those differences occur, emotions tend to run high. Recognizing how emotions affect communication—and learning how to manage emotions—is key to successfully navigating conflict. This need for emotional awareness applies whether communication happens through a face-to-face conversation or through some other medium, such as a video call or a print document.

Unit 3: Communicating with Cultural Competency - Wherever humans are working or playing, conflict is bound to break out. That doesn't necessarily mean a fist fight—it simply means there will be inevitable differences in perspective and opinion. And when those differences occur, emotions tend to run high. Recognizing how emotions affect communication—and learning how to manage emotions—is key to successfully navigating conflict. This need for emotional awareness applies whether communication happens through a face-to-face conversation or through some other medium, such as a video call or a print document.

Unit 4: Professional Communication in the Workplace - Communication is an everyday activity. Many of us communicate with other people, either in person or via technology, from the moment we get up in the morning until we fall asleep at night. But the way communication happens changes depending on the situation. That's especially true when we're talking about communication occurring in the workplace. The context of a professional work environment shapes the who, what, when, where, and how of communication in distinct ways, requiring specific knowledge and skills.

Marking Period 2/4

Unit 5: Using Language to Communicate Effectively - Language is much more than a tool we use to encode thoughts. Language enables us to create thoughts, to make sense of our feelings, and to express what we think and feel in ways that connect with others. In a professional environment, choosing your language carefully enables you to tailor communication to your

audience and express ideas precisely. Because clarity is so vital to professional communication, one of the key skills you'll need is the ability to edit written, oral, and visual messages so they meet the standards expected in your environment.

Unit 6: Using Technology to Communicate - At the end of the nineteenth century, the telegraph and typewriter dramatically sped up the pace of professional communication. The twentieth century then introduced the telephone, fax machine, and personal computer, making it possible for communication that once took days to happen instantaneously. Today, new communication technologies, such as direct messaging and web conferencing, make even email seem rather slow and old-fashioned. As you enter the professional realm, your proficiency with technology will largely determine your ability to communicate efficiently and effectively.

Unit 7: Navigating Group Communications - How do you feel about group projects? If you've had any experience with them, then you know how difficult it can be to get everyone in a group working toward the same goal, with the same level of commitment. In the workplace, this challenge is magnified because most tasks involve some degree of collaboration. The key to successfully navigating group communication is to understand the personality characteristics, communication styles, and roles that can interfere with productive discussion. It also helps to follow best practices for participating in meetings, which apply whether those take place in person or virtually.

Unit 8: Communicating Through Presentations - Professional presentations bring together various kinds of communication. They require strong skills in written communication, interpersonal communication, and visual communication. Because many presentations involve teamwork, group communication skills also often come into play. The foundation for presentation success is to know your audience so you don't talk *at* them but rather connect *with* them in ways that engage them and achieve your purpose.

WARREN COUNTY SCHOOL DISTRICT**PLANNED INSTRUCTION****Standards/Eligible Content and Skills**

Performance Indicator	PA Core Standard and/or Eligible Content	Marking Period Taught
Describe elements of the communication process		MP 1/3
Identify the roles of communication in a professional environment		MP 1/3
Explain strategies appropriate to different kinds of communication		MP 1/3
Determine how to listen effectively and respond to feedback		MP 1/3
Describe factors affecting human perception		MP 1/3
Identify positive ways to recognize and manage conflict		MP 1/3
Relate the four aspects of emotional intelligence to communication		MP 1/3
Recognize and resolve conflict that shows up in digitally mediated communication		MP 1/3
Define cultural competency		MP 1/3
Recognize the role of cultural biases in communication		MP 1/3
Adapt communications to diverse audiences		MP 1/3
Use culturally sensitive language		MP 1/3
Identify different types of communication that happen in the workplace		MP 1/3
Communicate effectively as a job candidate		MP 1/3
Identify the different communication skills required in professional contexts		MP 1/3
Assess and develop your communication strengths		MP 1/3
Convey a clear key message		MP 2/4
Tailor the form, structure, and language of communication to a specific audience		MP 2/4
Create compelling copy for marketing materials		MP 2/4
Edit and proofread communication for correct usage, grammar, and punctuation		MP 2/4
Use technology to access information		MP 2/4
Recognize a wide range of technology applications used in professional contexts		MP 2/4
Improve your communication productivity		MP 2/4
Describe how to behave ethically when engaging in technology-enabled communication		MP 2/4
Describe how groups function in a professional setting		MP 2/4
Identify roles and etiquette within a business hierarchy		MP 2/4
Examine strategies for solving common group communication problems		MP 2/4
Participate effectively in a professional meeting		MP 2/4
Conduct research into the audience and topic for a presentation		MP 2/4
Create a logical structure for a presentation		MP 2/4

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Performance Indicator	PA Core Standard and/or Eligible Content	Marking Period Taught
Apply visual design standards to a presentation		MP 2/4
Deliver engaging, effective presentations to live audience		MP 2/4

ASSESSMENTS

PDE Academic Standards, Assessment Anchors, and Eligible Content: The teacher must be knowledgeable of the PDE Academic Standards, Assessment Anchors, and Eligible Content and incorporate them regularly into planned instruction.

Formative Assessments: The teacher will utilize a variety of assessment methods to conduct in-process evaluations of student learning.

Effective formative assessments for this course include: Quizzes, homework, discussions

Summative Assessments: The teacher will utilize a variety of assessment methods to evaluate student learning at the end of an instructional task, lesson, and/or unit.

Effective summative assessments for this course include: Unit assessments and Semester Exam