

DESE Model Curriculum

GRADE LEVEL/UNIT TITLE: 11-12/Communications

Course Code: 034354

CIP Code: 11.0103

COURSE INTRODUCTION:

A knowledge and understanding of networking concepts prepare students for the career area of network administration. As technology advances, the demand will continue to increase for employees who are able to resolve computer network problems.

Students apply problem-solving skills to business situations exploring computer maintenance activities. Students will analyze software problems, install software applications programs and customize defaults, connect components of a local area network, use basic network protocol, and troubleshoot network problems.

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| UNIT DESCRIPTION: Students will learn about network policies and proposal, as well as the importance of customer service in network administration. | | SUGGESTED UNIT TIMELINE: 2 WEEKS CLASS PERIOD (min.): 50 MINUTES | | | | |
|--|---|---|----|---|---|----------|
| ESSENTIAL QUESTIONS: <ol style="list-style-type: none"> 1. Why is customer service important? 2. Why create network policies? 3. Who else besides IT would be interested in a network proposal? | | | | | | |
| | | | | | | |
| ESSENTIAL MEASURABLE LEARNING OBJECTIVES | CCSS LEARNING GOALS (Anchor Standards/Clusters) | CROSSWALK TO STANDARDS | | | | |
| | | GLEs/ CLEs | PS | CCSS | OTHER | DOK |
| 1. Present solutions in a positive, tactful manner | | | | RI11-12.1 RI11-12.2 RI11-12.3 RI11-12.4 RI11-12.5 RI11-12.6 RI11-12.7 RI11-12.10 SL11-12.1 SL11-12.2 SL11-12.3 SL11-12.4 SL11-12.5 SL11-12.6 | IT-I.1 IT-I.2 IT-I.3 IT-I.4 IT-IV.1 IT-IV.2 IT-IV.3 IT-IV.4 IT-V.1 IT-V.2 IT-V.3 IT-VIII.1 IT-VIII.2 IT-VIII.3 | 2 |

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| | | | | L11-12.1 | IT-XVI.2 | |
| | | | | L11-12.2 | IT-XIV.3 | |
| | | | | L11-12.3 | COMM-I-A.1 | |
| | | | | L11-12.4 | COMM-I-A.2 | |
| | | | | L11-12.4 | COMM-I-A.3 | |
| | | | | L11-12.5 | COMM-I-A.4 | |
| | | | | L11-12.6 | COMM-I-B.1 | |
| | | | | RST11-12.1 | COMM-I-B.2 | |
| | | | | RST11-12.2 | COMM-I-B.3 | |
| | | | | RST11-12.3 | COMM-I-C.1 | |
| | | | | RST11-12.4 | COMM-I-C.2 | |
| | | | | RST11-12.5 | COMM-I-C.3 | |
| | | | | RST11-12.6 | COMM-I-C.4 | |
| | | | | RST11-12.7 | COMM-I-D.1 | |
| | | | | RST11-12.8 | COMM-I-D.2 | |
| | | | | RST11-12.9 | COMM-I-D.3 | |
| | | | | RST11-12.10 | COMM-I-D.4 | |
| | | | | WHST11-12.1 | COMM-IV.1 | |
| | | | | WHST11-12.2 | COMM-IV.2 | |
| | | | | WHST11-12.4 | COMM-III-A.2 | |
| | | | | WHST11-12.5 | COMM-III-A.3 | |
| | | | | WHST11-12.6 | COMM-III-A.4 | |
| | | | | WHST11-12.7 | | |
| | | | | WHST11-12.8 | | |
| | | | | WHST11-12.9 | | |
| | | | | WHST11-12.10 | | |
| 2. Practice constructive problem solving with customers | | | | RI11-12.1 | IT-I.1 | 3 |
| | | | | RI11-12.2 | IT-I.2 | |
| | | | | RI11-12.3 | IT-I.3 | |

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| | | | | RI11-12.4 | IT-I.4 |
| | | | | RI11-12.5 | IT-IV.1 |
| | | | | RI11-12.6 | IT-IV.2 |
| | | | | RI11-12.7 | IT-IV.3 |
| | | | | RI11-12.10 | IT-IV.4 |
| | | | | SL11-12.1 | IT-V.1 |
| | | | | SL11-12.2 | IT-V.2 |
| | | | | SL11-12.3 | IT-V.3 |
| | | | | SL11-12.4 | IT-VIII.1 |
| | | | | SL11-12.5 | IT-VIII.2 |
| | | | | SL11-12.6 | IT-VIII.3 |
| | | | | L11-12.1 | IT-IX.1 |
| | | | | L11-12.2 | IT-X.3 |
| | | | | L11-12.3 | IT-X.4 |
| | | | | L11-12.4 | IT-XVI.2 |
| | | | | L11-12.4 | IT-XIV.3 |
| | | | | L11-12.5 | MGMT-IV-D.1 |
| | | | | L11-12.6 | MGMT-IV-D.2 |
| | | | | RST11-12.1 | MGMT-IV-D.3 |
| | | | | RST11-12.2 | MGMT-IV-D.4 |
| | | | | RST11-12.3 | MGMT-VIII-A.1 |
| | | | | RST11-12.4 | MGMT-VIII-A.2 |
| | | | | RST11-12.5 | MGMT-VIII-A.3 |
| | | | | RST11-12.6 | MGMT-VIII-A.4 |
| | | | | RST11-12.7 | MGMT-VIII.B.3 |
| | | | | RST11-12.8 | MGMT-VIII.B.4 |
| | | | | RST11-12.9 | COMM-I-A.1 |
| | | | | RST11-12.10 | COMM-I-A.2 |
| | | | | WHST11-12.1 | COMM-I-A.3 |

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| | | | | WHST11-12.2 WHST11-12.4 WHST11-12.5 WHST11-12.6 WHST11-12.7 WHST11-12.8 WHST11-12.9 WHST11-12.10 N-Q.1 N-Q.2 N-Q.3 | COMM-I-A.4 COMM-I-B.1 COMM-I-B.2 COMM-I-B.3 COMM-I-C.1 COMM-I-C.2 COMM-I-C.3 COMM-I-C.4 COMM-I-D.1 COMM-I-D.2 COMM-I-D.3 COMM-I-D.4 COMM-IV.1 COMM-IV.2 COMM-III-A.2 COMM-III-A.3 COMM-III-A.4 ENT-I-C.1 ENT-I-C.2 ENT-II-C.1 | |
| 3. Explain concepts of remote access and phone support | | | | RI11-12.1 RI11-12.2 RI11-12.3 RI11-12.4 RI11-12.5 RI11-12.6 RI11-12.7 RI11-12.10 SL11-12.1 | IT-I.1 IT-I.2 IT-I.3 IT-I.4 IT-II.1 IT-II.2 IT-II.3 IT-II.4 IT-III.1 | 2 |

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| | | | | SL111-12.2 | IT-III.2 |
| | | | | SL11-12.3 | IT-IV.1 |
| | | | | SL11-12.4 | IT-IV.2 |
| | | | | SL11-12.5 | IT-IV.3 |
| | | | | SL11-12.6 | IT-IV.4 |
| | | | | L11-12.1 | IT-V.1 |
| | | | | L11-12.2 | IT-V.2 |
| | | | | L11-12.3 | IT-V.3 |
| | | | | L11-12.4 | IT-VI.1 |
| | | | | L11-12.4 | IT-VI.2 |
| | | | | L11-12.5 | IT-VI.3 |
| | | | | L11-12.6 | IT-VIII.1 |
| | | | | RST11-12.1 | IT-VIII.2 |
| | | | | RST11-12.2 | IT-VIII.3 |
| | | | | RST11-12.3 | IT-XII.2 |
| | | | | RST11-12.4 | IT-XII.3 |
| | | | | RST11-12.5 | IT-XIII.2 |
| | | | | RST11-12.6 | IT-XIII.3 |
| | | | | RST11-12.7 | IT-XIII.4 |
| | | | | RST11-12.8 | IT-XVI.2 |
| | | | | RST11-12.9 | IT-XIV.3 |
| | | | | RST11-12.10 | MGMT-IV-D.1 |
| | | | | WHST11-12.1 | MGMT-IV-D.2 |
| | | | | WHST11-12.2 | MGMT-IV-D.3 |
| | | | | WHST11-12.4 | MGMT-IV-D.4 |
| | | | | WHST11-12.5 | MGMT-VIII-A.1 |
| | | | | WHST11-12.6 | MGMT-VIII-A.2 |
| | | | | WHST11-12.7 | MGMT-VIII-A.3 |
| | | | | WHST11-12.8 | MGMT-VIII-A.4 |

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| | | | | WHST11-12.9 WHST11-12.10 | MGMT-VIII.B.3 MGMT-VIII.B.4 COMM-I-A.1 COMM-I-A.2 COMM-I-A.3 COMM-I-A.4 COMM-I-B.1 COMM-I-B.2 COMM-I-B.3 COMM-I-C.1 COMM-I-C.2 COMM-I-C.3 COMM-I-C.4 COMM-I-D.1 COMM-I-D.2 COMM-I-D.3 COMM-I-D.4 COMM-IV.1 COMM-IV.2 COMM-III-A.2 COMM-III-A.3 COMM-III-A.4 | |
| 4. Describe software and hardware tools to support individuals with disabilities | | | | RI11-12.1 RI11-12.2 RI11-12.3 RI11-12.4 RI11-12.5 RI11-12.6 RI11-12.7 | IT-I.1 IT-I.2 IT-I.3 IT-I.4 IT-II.1 IT-II.2 IT-II.3 | 2 |

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| | | | | RI11-12.10 | IT-II.4 |
| | | | | SL11-12.1 | IT-III.1 |
| | | | | SL111-12.2 | IT-III.2 |
| | | | | SL11-12.3 | IT-IV.1 |
| | | | | SL11-12.4 | IT-IV.2 |
| | | | | SL11-12.5 | IT-IV.3 |
| | | | | SL11-12.6 | IT-IV.4 |
| | | | | L11-12.1 | IT-V.1 |
| | | | | L11-12.2 | IT-V.2 |
| | | | | L11-12.3 | IT-V.3 |
| | | | | L11-12.4 | IT-VI.1 |
| | | | | L11-12.4 | IT-VI.2 |
| | | | | L11-12.5 | IT-VI.3 |
| | | | | L11-12.6 | IT-VIII.1 |
| | | | | RST11-12.1 | IT-VIII.2 |
| | | | | RST11-12.2 | IT-VIII.3 |
| | | | | RST11-12.3 | IT-IX.1 |
| | | | | RST11-12.4 | IT-X.3 |
| | | | | RST11-12.5 | IT-X.4 |
| | | | | RST11-12.6 | IT-XII.2 |
| | | | | RST11-12.7 | IT-XII.3 |
| | | | | RST11-12.8 | IT-XIII.2 |
| | | | | RST11-12.9 | IT-XIII.3 |
| | | | | RST11-12.10 | IT-XIII.4 |
| | | | | WHST11-12.1 | MGMT-IV-D.1 |
| | | | | WHST11-12.2 | MGMT-IV-D.2 |
| | | | | WHST11-12.4 | MGMT-IV-D.3 |
| | | | | WHST11-12.5 | MGMT-IV-D.4 |
| | | | | WHST11-12.6 | MGMT-VIII-A.1 |

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| | | | | WHST11-12.7 WHST11-12.8 WHST11-12.9 WHST11-12.10 | COMM-I-A.1 COMM-I-A.2 COMM-I-A.3 COMM-I-A.4 COMM-I-B.1 COMM-I-B.2 COMM-I-B.3 COMM-I-C.1 COMM-I-C.2 COMM-I-C.3 COMM-I-C.4 COMM-I-D.1 COMM-I-D.2 COMM-I-D.3 COMM-I-D.4 COMM-IV.1 COMM-IV.2 COMM-IV.3 | |
| 5. Explain the need for network policy documentation | | | | RI11-12.1 RI11-12.2 RI11-12.3 RI11-12.4 RI11-12.5 RI11-12.6 RI11-12.7 RI11-12.10 SL11-12.1 SL11-12.2 SL11-12.3 | IT-I.1 IT-I.2 IT-I.3 IT-I.4 IT-II.1 IT-II.2 IT-II.3 IT-II.4 IT-III.1 IT-III.2 IT-V.1 | 2 |

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| | | | | SL11-12.4 | IT-V.2 |
| | | | | SL11-12.5 | IT-V.3 |
| | | | | SL11-12.6 | IT-VIII.1 |
| | | | | L11-12.1 | IT-VIII.2 |
| | | | | L11-12.2 | IT-VIII.3 |
| | | | | L11-12.3 | IT-XII.2 |
| | | | | L11-12.4 | IT-XII.3 |
| | | | | L11-12.4 | IT-XIII.2 |
| | | | | L11-12.5 | IT-XIII.3 |
| | | | | L11-12.6 | IT-XIII.4 |
| | | | | RST11-12.1 | IT-XVI.2 |
| | | | | RST11-12.2 | IT-XIV.3 |
| | | | | RST11-12.3 | MGMT-IV-D.1 |
| | | | | RST11-12.4 | MGMT-IV-D.2 |
| | | | | RST11-12.5 | MGMT-IV-D.3 |
| | | | | RST11-12.6 | MGMT-IV-D.4 |
| | | | | RST11-12.7 | MGMT-VIII-A.1 |
| | | | | RST11-12.8 | MGMT-VIII-A.2 |
| | | | | RST11-12.9 | MGMT-VIII-A.3 |
| | | | | RST11-12.10 | MGMT-VIII-A.4 |
| | | | | WHST11-12.1 | MGMT-VIII.B.3 |
| | | | | WHST11-12.2 | MGMT-VIII.B.4 |
| | | | | WHST11-12.4 | COMM-I-A.1 |
| | | | | WHST11-12.5 | COMM-I-A.2 |
| | | | | WHST11-12.6 | COMM-I-A.3 |
| | | | | WHST11-12.7 | COMM-I-A.4 |
| | | | | WHST11-12.8 | COMM-I-B.1 |
| | | | | WHST11-12.9 | COMM-I-B.2 |
| | | | | WHST11-12.10 | COMM-I-B.3 |

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| | | | | | COMM-I-C.1 COMM-I-C.2 COMM-I-C.3 COMM-I-C.4 COMM-I-D.1 COMM-I-D.2 COMM-I-D.3 COMM-I-D.4 COMM-IV.1 COMM-IV.2 | |
| 6. Understand SLAs (Service Level Agreements) | | | | RI11-12.1 RI11-12.2 RI11-12.3 RI11-12.4 RI11-12.5 RI11-12.6 RI11-12.7 RI11-12.10 SL11-12.1 SL11-12.2 SL11-12.3 SL11-12.4 SL11-12.5 SL11-12.6 L11-12.1 L11-12.2 L11-12.3 L11-12.4 L11-12.4 | IT-I.1 IT-I.2 IT-I.3 IT-I.4 IT-II.1 IT-II.2 IT-II.3 IT-II.4 IT-III.1 IT-III.2 IT-V.1 IT-V.2 IT-V.3 IT-VIII.1 IT-VIII.2 IT-VIII.3 IT-IX.1 IT-X.3 IT-X.4 | 2 |

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| | | | | L11-12.5 L11-12.6 RST11-12.1 RST11-12.2 RST11-12.3 RST11-12.4 RST11-12.5 RST11-12.6 RST11-12.7 RST11-12.8 RST11-12.9 RST11-12.10 WHST11-12.1 WHST11-12.2 WHST11-12.4 WHST11-12.5 WHST11-12.6 WHST11-12.7 WHST11-12.8 WHST11-12.9 WHST11-12.10 | IT-XII.2 IT-XII.3 IT-XIII.2 IT-XIII.3 IT-XIII.4 IT-XVI.2 IT-XIV.3 MGMT-IV-D.1 MGMT-IV-D.2 MGMT-IV-D.3 MGMT-IV-D.4 MGMT-VIII-A.1 MGMT-VIII-A.2 MGMT-VIII-A.3 MGMT-VIII-A.4 MGMT-VIII.B.3 MGMT-VIII.B.4 | |
| 7. Create basic user and/or network administrator documentation | | | | RI11-12.1 RI11-12.2 RI11-12.3 RI11-12.4 RI11-12.5 RI11-12.6 RI11-12.7 RI11-12.10 | IT-I.1 IT-I.2 IT-I.3 IT-I.4 IT-II.1 IT-II.2 IT-II.3 IT-II.4 | 2 |

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| | | | | SL11-12.1 | IT-III.1 |
| | | | | SL111-12.2 | IT-III.2 |
| | | | | SL11-12.3 | IT-IV.1 |
| | | | | SL11-12.4 | IT-IV.2 |
| | | | | SL11-12.5 | IT-IV.3 |
| | | | | SL11-12.6 | IT-IV.4 |
| | | | | L11-12.1 | IT-V.1 |
| | | | | L11-12.2 | IT-V.2 |
| | | | | L11-12.3 | IT-V.3 |
| | | | | L11-12.4 | IT-VIII.1 |
| | | | | L11-12.4 | IT-VIII.2 |
| | | | | L11-12.5 | IT-VIII.3 |
| | | | | L11-12.6 | IT-IX.1 |
| | | | | RST11-12.1 | IT-X.3 |
| | | | | RST11-12.2 | IT-X.4 |
| | | | | RST11-12.3 | IT-XII.2 |
| | | | | RST11-12.4 | IT-XII.3 |
| | | | | RST11-12.5 | IT-XIII.2 |
| | | | | RST11-12.6 | IT-XIII.3 |
| | | | | RST11-12.7 | IT-XIII.4 |
| | | | | RST11-12.8 | IT-XVI.2 |
| | | | | RST11-12.9 | IT-XIV.3 |
| | | | | RST11-12.10 | COMM-I-A.1 |
| | | | | WHST11-12.1 | COMM-I-A.2 |
| | | | | WHST11-12.2 | COMM-I-A.3 |
| | | | | WHST11-12.4 | COMM-I-A.4 |
| | | | | WHST11-12.5 | COMM-I-B.1 |
| | | | | WHST11-12.6 | COMM-I-B.2 |
| | | | | WHST11-12.7 | COMM-I-B.3 |

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| | | | | WHST11-12.8 WHST11-12.9 WHST11-12.10 N-Q.1 N-Q.2 N-Q.3 N-VM.6 | COMM-I-C.1 COMM-I-C.2 COMM-I-C.3 COMM-I-C.4 COMM-I-D.1 COMM-I-D.2 COMM-I-D.3 COMM-I-D.4 COMM-IV.1 COMM-IV.2 | |
| 8. Demonstrate effective telephone support skills | | | | RI11-12.1 RI11-12.2 RI11-12.3 RI11-12.4 RI11-12.5 RI11-12.6 RI11-12.7 RI11-12.10 SL11-12.1 SL11-12.2 SL11-12.3 SL11-12.4 SL11-12.5 SL11-12.6 L11-12.1 L11-12.2 L11-12.3 L11-12.4 L11-12.4 | IT-I.1 IT-I.2 IT-I.3 IT-I.4 IT-V.1 IT-V.2 IT-V.3 IT-VIII.1 IT-VIII.2 IT-VIII.3 IT-XII.2 IT-XII.3 IT-XIII.2 IT-XIII.3 IT-XIII.4 IT-XVI.2 IT-XIV.3 COMM-I-A.1 COMM-I-A.2 | 2 |

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| | | | | L11-12.5 L11-12.6 RST11-12.1 RST11-12.2 RST11-12.3 RST11-12.4 RST11-12.5 RST11-12.6 RST11-12.7 RST11-12.8 RST11-12.9 RST11-12.10 WHST11-12.1 WHST11-12.2 WHST11-12.4 WHST11-12.5 WHST11-12.6 WHST11-12.7 WHST11-12.8 WHST11-12.9 WHST11-12.10 | COMM-I-A.3 COMM-I-A.4 COMM-I-B.1 COMM-I-B.2 COMM-I-B.3 COMM-I-C.1 COMM-I-C.2 COMM-I-C.3 COMM-I-C.4 COMM-I-D.1 COMM-I-D.2 COMM-I-D.3 COMM-I-D.4 COMM-IV.1 COMM-IV.2 COMM-III-A.2 COMM-III-A.3 COMM-III-A.4 | |
| 9. Demonstrate effective technical correspondence etiquette (including e-mail, text, chat, and work orders) | | | | RI11-12.1 RI11-12.2 RI11-12.3 RI11-12.4 RI11-12.5 RI11-12.6 RI11-12.7 RI11-12.10 | IT-I.1 IT-I.2 IT-I.3 IT-I.4 IT-III.1 IT-III.2 IT-IV.1 IT-IV.2 | 2 |

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| | | | | SL11-12.2 | IT-IV.4 |
| | | | | SL11-12.3 | IT-V.1 |
| | | | | SL11-12.4 | IT-V.2 |
| | | | | SL11-12.5 | IT-V.3 |
| | | | | SL11-12.6 | IT-VI.1 |
| | | | | L11-12.1 | IT-VI.2 |
| | | | | L11-12.2 | IT-VI.3 |
| | | | | L11-12.3 | IT-VIII.1 |
| | | | | L11-12.4 | IT-VIII.2 |
| | | | | L11-12.4 | IT-VIII.3 |
| | | | | L11-12.5 | IT-IX.1 |
| | | | | L11-12.6 | IT-X.3 |
| | | | | RST11-12.1 | IT-X.4 |
| | | | | RST11-12.2 | IT-XII.2 |
| | | | | RST11-12.3 | IT-XII.3 |
| | | | | RST11-12.4 | IT-XIII.2 |
| | | | | RST11-12.5 | IT-XIII.3 |
| | | | | RST11-12.6 | IT-XIII.4 |
| | | | | RST11-12.7 | IT-XVI.2 |
| | | | | RST11-12.8 | IT-XIV.3 |
| | | | | RST11-12.9 | MGMT-IV-D.1 |
| | | | | RST11-12.10 | MGMT-IV-D.2 |
| | | | | WHST11-12.1 | MGMT-IV-D.3 |
| | | | | WHST11-12.2 | MGMT-IV-D.4 |
| | | | | WHST11-12.4 | MGMT-VIII-A.1 |
| | | | | WHST11-12.5 | MGMT-VIII-A.2 |
| | | | | WHST11-12.6 | MGMT-VIII-A.3 |
| | | | | WHST11-12.7 | MGMT-VIII-A.4 |

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| | | | | WHST11-12.8 WHST11-12.9 WHST11-12.10 | COMM-I-A.1 COMM-I-A.2 COMM-I-A.3 COMM-I-A.4 COMM-I-B.1 COMM-I-B.2 COMM-I-B.3 COMM-I-C.1 COMM-I-C.2 COMM-I-C.3 COMM-I-C.4 COMM-I-D.1 COMM-I-D.2 COMM-I-D.3 COMM-I-D.4 COMM-IV.1 COMM-IV.2 COMM-III-A.2 COMM-III-A.3 COMM-III-A.4 ENT-I-C.1 ENT-I-C.2 ENT-II-C.1 | |
| 10. Present an oral proposal for a network installation | | | | SL11-12.1 SL11-12.2 SL11-12.3 SL11-12.4 SL11-12.5 SL11-12.6 | IT-I.1 IT-I.2 IT-I.3 IT-I.4 IT-II.1 IT-II.2 | 2 |

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| | | | | | | IT-II.3 IT-II.4 IT-III.1 IT-III.2 IT-VI.1 IT-VI.2 IT-VI.3 IT-VIII.1 IT-VIII.2 IT-VIII.3 IT-IX.1 IT-X.3 IT-X.4 IT-XII.2 IT-XII.3 IT-XIII.2 IT-XIII.3 IT-XIII.4 IT-XVI.2 IT-XIV.3 COMM-I-A.1 COMM-I-A.2 COMM-I-A.3 COMM-I-A.4 COMM-I-B.1 COMM-I-B.2 COMM-I-B.3 COMM-I-C.1 COMM-I-C.2 |
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| | | | | | COMM-I-C.3 COMM-I-C.4 COMM-I-D.1 COMM-I-D.2 COMM-I-D.3 COMM-I-D.4 COMM-IV.1 COMM-IV.2 COMM-III-A.2 COMM-III-A.3 COMM-III-A.4 | |
| 11. Prepare a written request for proposal | | | | WHST11-12.1 WHST11-12.2 WHST11-12.4 WHST11-12.5 WHST11-12.6 WHST11-12.7 WHST11-12.8 WHST11-12.9 WHST11-12.10 L11-12.1 L11-12.2 L11-12.3 L11-12.4 L11-12.4 L11-12.5 L11-12.6 | IT-I.1 IT-I.2 IT-I.3 IT-I.4 IT-II.1 IT-II.2 IT-II.3 IT-II.4 IT-III.1 IT-III.2 IT-IV.1 IT-IV.2 IT-IV.3 IT-IV.4 IT-V.1 IT-V.2 IT-V.3 IT-VIII.1 | 2 |

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| | | | | | | IT-VIII.2 IT-VIII.3 IT-IX.1 IT-X.3 IT-X.4 IT-XII.2 IT-XII.3 IT-XIII.2 IT-XIII.3 IT-XIII.4 IT-XVI.2 IT-XIV.3 MGMT-IV-D.1 MGMT-IV-D.2 MGMT-IV-D.3 MGMT-IV-D.4 MGMT-VIII-A.1 MGMT-VIII-A.2 MGMT-VIII-A.3 MGMT-VIII-A.4 MGMT-VIII.B.3 MGMT-VIII.B.4 COMM-I-A.1 COMM-I-A.2 COMM-I-A.3 COMM-I-A.4 COMM-I-B.1 COMM-I-B.2 COMM-I-B.3 |
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| | | | | | COMM-I-C.1 COMM-I-C.2 COMM-I-C.3 COMM-I-C.4 COMM-I-D.1 COMM-I-D.2 COMM-I-D.3 COMM-I-D.4 COMM-IV.1 COMM-IV.2 COMM-III-A.2 COMM-III-A.3 COMM-III-A.4 ENT-V-D.1 ENT-V-D.2 | |
| 12. Create technical correspondence | | | | WHST11-12.1 WHST11-12.2 WHST11-12.4 WHST11-12.5 WHST11-12.6 WHST11-12.7 WHST11-12.8 WHST11-12.9 WHST11-12.10 L11-12.1 L11-12.2 L11-12.3 L11-12.4 L11-12.4 | IT-I.1 IT-I.2 IT-I.3 IT-I.4 IT-IV.1 IT-IV.2 IT-IV.3 IT-IV.4 IT-V.1 IT-V.2 IT-V.3 IT-VIII.1 IT-VIII.2 IT-VIII.3 | 2 |

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| | | | | L11-12.5 | IT-IX.1 | |
| | | | | L11-12.6 | IT-X.3 | |
| | | | | N-Q.1 | IT-X.4 | |
| | | | | N-Q.2 | IT-XII.2 | |
| | | | | N-Q.3 | IT-XII.3 | |
| | | | | | IT-XIII.2 | |
| | | | | | IT-XIII.3 | |
| | | | | | IT-XIII.4 | |
| | | | | | IT-XVI.1 | |
| | | | | | IT-XVI.2 | |
| | | | | | IT-XIV.3 | |
| | | | | | MGMT-IV-D.1 | |
| | | | | | MGMT-IV-D.2 | |
| | | | | | MGMT-IV-D.3 | |
| | | | | | MGMT-IV-D.4 | |
| | | | | | MGMT-VIII-A.1 | |
| | | | | | MGMT-VIII-A.2 | |
| | | | | | MGMT-VIII-A.3 | |
| | | | | | MGMT-VIII-A.4 | |
| | | | | | MGMT-VIII.B.3 | |
| | | | | | MGMT-VIII.B.4 | |
| | | | | | COMM-I-A.1 | |
| | | | | | COMM-I-A.2 | |
| | | | | | COMM-I-A.3 | |
| | | | | | COMM-I-A.4 | |
| | | | | | COMM-I-B.1 | |
| | | | | | COMM-I-B.2 | |
| | | | | | COMM-I-B.3 | |
| | | | | | COMM-I-C.1 | |

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| | | | | | COMM-I-C.2 COMM-I-C.3 COMM-I-C.4 COMM-I-D.1 COMM-I-D.2 COMM-I-D.3 COMM-I-D.4 COMM-IV.1 COMM-IV.2 COMM-III-A.2 COMM-III-A.3 COMM-III-A.4 |
| <p>ASSESSMENT DESCRIPTIONS*: (Write a brief overview here. Identify Formative/Summative. Actual assessments will be accessed by a link to PDF file or Word doc.)</p> <p>Informal assessments may be utilized such as observation with checklist and quizzes embedded in the vendor curriculum.</p> <p>Since most assessment items in network administration curricula are vendor specific and copyrighted, actual examples cannot be provided. Some suggested vendors are Cisco, Microsoft, and Comp-TIA.</p> <p>*Attach Unit Summative Assessment, including Scoring Guides/Scoring Keys/Alignment Codes and DOK Levels for all items. Label each assessment according to the unit descriptions above (i.e., Grade Level/Course Title/Course Code, Unit #.)</p> | | | | | |
| Obj. # | INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods) | | | | |
| 1-12 | Teacher lectures and demonstrates proper technical communication skills. Teacher leads students in guided practice. | | | | |
| 1-12 | Teacher provides study guides to assist students. | | | | |
| Obj. # | INSTRUCTIONAL ACTIVITIES: (What Students Do) | | | | |
| 1-12 | Students take notes on proper communication skills and practice. | | | | |
| 1-12 | Students utilize study guides. | | | | |

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UNIT RESOURCES: (include internet addresses for linking)

www.mcce.org – Resources @ MCCE:

BE 13.1303 L722 - Effective Workplace Communication, Third Edition

Marsha Ludden

INDIANAPOLIS, IN, JIST PUBLISHING, 2007.

BOOK — This edition is designed to engage readers' interest and help develop their skills with clear and concise explanations of principles of effective listening, oral, written, and nonverbal communication. Several workplace scenarios are presented in which readers can test their skills in applying those principles.

BE CD ROM 16 - Breaking the Barriers: Improving Communication Skills

Cambridge Educational

LAWRENCEVILLE, NJ, CAMBRIDGE EDUCATIONAL, 2003.

CD ROM — Two-CD-ROM set exposes the entire range of communication barriers while providing users with an opportunity to apply what they learn through interactive video scenarios of real-world workplace situations. The tutorial exposes the potential pitfalls of spoken, written, and visual communication. In addition to a wide variety of basic issues, such as talking too fast, writing imprecisely, and not paying attention, many subtle issues are also addressed, like cultural insensitivity, negative body language, bad timing, choosing the wrong medium, and jumping to conclusions.

BE DVD ROM 16.3 - Telephone Skills and Tips

The School Company

VANCOUVER, WA, THE SCHOOL COMPANY, 2005.

DVD ROM — This program is designed to help the viewer understand the importance of creating a positive rapport with customers when using the telephone. How to project a caring attitude, respond to hostile customers, and create a positive image for the company. High School, Post-secondary and Adult. 16 minutes.

BE DVD ROM 16.9 - Upgrade your Communication Skills at Work: Email

Video Aided Instruction

ROSLYN HEIGHTS, NY, VIDEO AIDED INSTRUCTION, 2009.

DVD ROM — This program covers the must-know rules for using email efficiently and appropriately including: when to use email; proven email techniques that boost productivity; strategies for composing email messages that are succinct; writing subject lines; when to use "To:," "Cc:," and "Bcc:,"; adding links and attachments; sample subject lines and email messages that illustrate key concepts. 1 hour and 5 minutes.

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BE DVD ROM 19 - Communicating With Customers

Learning Seed

LAKE ZURICH, IL, LEARNING SEED, 2005.

DVD ROM — This program features five scenarios of young people relating to customers. Viewers will learn: The importance of making a connection with customers; The value of listening and taking a real interest in customers; How tone of voice and body language influence job performance; To avoid making negative comments about customers on the job; How to handle miscommunications and phrase helpful responses; A five step process to use with angry customers. 15 minutes.

BE DVD ROM 19.2 - Communicating with Tact, Candor and Credibility

Learning Seed

LAKE ZURICH, IL, LEARNING SEED, 2008.

DVD ROM — Program covers topics including: rephrasing: making "talking points" tactfully; what to say: the art of scripting; lightweight speech patterns; and jargon-filled corporate speak. Shows how to connect with co-workers, team members and supervisors and introduces a four-step method to present your point of view with tact and diplomacy. Audience: General. 19 minutes.

BE DVD ROM 19.3 - Business Writing

Teachers Video Company

SCOTTSDALE, AZ, TEACHER'S VIDEO COMPANY, 2001.

DVD ROM — Effective writing is an essential skill for any business career. This program teaches students to write professional-looking documents using the language of business. Students are presented with the professional form for letters, memos, and emails. 30 minutes. Grades 9-12.

BE DVD ROM 19.4 - Workplace Communication Skills

JIST

ST. PAUL, MN, JIST, 2012.

DVD ROM — This program teaches viewers about the importance of good communication in the workplace and how to improve upon these skills. Viewers get guidance for developing their verbal, listening, nonverbal, and written skills. The program depicts scenarios of good and poor communication skills in action and includes expert interviews on workplace communication. Also addresses communication through e-mail, voicemail, cell phones, video conferencing, and online sites like Facebook and Twitter. 50 minutes. Helpful pause points allow instructors to stop the program and discuss the material.

BE KIT 10 - Let's Talk...Telephone Tactics for Better Business: Every Call Counts

Cambridge Educational

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MONMOUTH JUNCTION, NJ, CAMBRIDGE EDUCATIONAL, 2003.

KIT — Despite advancing technology, one communication tool remains a constant: the telephone. Using it competently and courteously is vital to customer and client satisfaction. This 2-part series is designed to help students and professionals improve their telephone skills and understand the impact that both good and bad phone etiquette can have on the bottom line of any business. Combining the video's tutorial examples with the reinforcement of practical exercises on the CD ROM, this interactive series will prepare students and professionals to: make outgoing and receive incoming calls; conduct effective and efficient telephone calls in a business environment; take control of a conversation and direct it towards a specific purpose; use tone, pitch, and inflection to an advantage when speaking on the phone; make a positive impression over the telephone; properly compose and deliver a voicemail announcement and message.

BE VIDEO 65 - Communicating Between Cultures

Learning Seed

LAKE ZURICH, IL, LEARNING SEED, 2004.

VIDEO — Some "cultural givens" are so deeply imbedded in thought patterns they are invisible to those who hold them. This video shows how to make some of these patterns visible and improve communication. A series of cross-cultural situations show how even good intentions often go astray. 23 minutes.

BE VIDEO 67 - Non-verbal Communication in the Global Marketplace

De Visuals

SUNRISE, FL, DE VISUALS, 2004.

VIDEO — This program shows the mechanics of nonverbally communicating through gestures, proxemics, and other techniques. Also exposes the viewer to the vast array of interpretations of similar techniques throughout the global marketplace. Each country/culture/ethnic group communicates differently and this program discusses how people use their eyes, facial expressions, posture, gestures, and proxemics, as well as clothing and accessories to communicate. High School, Post-secondary and Adult. 24 minutes.

BE VIDEO 104 - Marketing and Customer Service

Princess Co, Ltd.

VANCOUVER, WA, THE SCHOOL COMPANY, 2005.

VIDEO — Good listening and speaking skills for dealing with customers are highlighted in this video. The difference between hearing and listening and how to ask the right questions to get the information needed from the customer are presented. The importance of writing and filling out customer service reports and writing letters to clients is also stressed. Grades middle school to Adult. 17:42 minutes.

C&E DVD ROM 47.1 - Writing To Be Understood

The School Company

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CIP Code: 11.0103

VANCOUVER, WA, THE SCHOOL COMPANY, 2005.

DVD ROM — This program includes an introduction to various kinds of written communication in the workplace - informal memos, official correspondence such as request letters, email, and formal reports. Students will be introduced to the four stages of writing, and easy-to-follow editing tips. 15 to 20 minutes.

E 10.0000 S245 - Reading and Writing Across Content Areas, Second Edition

Roberta L. Sejnost and Sharon Thiese

THOUSAND OAKS, CA, CORWIN PRESS, 2007.

BOOK — The authors provide updated research-based strategies designed to help increase students' reading comprehension, strengthen their writing skills, and build vocabulary across content areas. Expanded coverage of content literacy, additional reading and writing strategies for exploring content, and suggestions for working with struggling readers are included in this revised edition. Also includes: Tips for using trade books in the classroom; Graphic organizers to help students recognize text structures; Assessment tools; Technology activities in every chapter.