### Strand | Concept | Learning Targets
--- | --- | ---
A. List, demonstrate and evaluate a variety of ways to communicate | 1.  - Write a thank you note using the correct format  - Taking a message  - Writing and sending a text or email  - Writing letters and notes |

### Alignments
CCSS: 9-10.W.4; 9-10.SL.6  
Performance: 1.5, 1.6, 2.3  
Knowledge: (CA) 5,6  
NETS: 2a  
DOK: 2

### Instructional Strategies
- Model with a variety of exemplar letters and notes  
- Shared writing to co-construct a variety of letters and notes  
- Role play taking or leaving a phone message for a variety of situations  
- Model how to take a message  
- Model how to write and send a text or email  
- Guided practice writing and sending emails or text

### Assessments/Evaluations
- Teacher observation  
- Teacher created quizzes  
- Students’ examples of:  - letters  - notes  - emails  - text  - message

Board Approved 7-15-13  
Revised 2013
### Sample Assessment Questions

- Your boss asked you to stay late for a meeting, but you have a prior appointment, how do you respond correctly that you are unable to stay?

### Instructional Resources/Tools

- Sample:
  - notes
  - emails
  - letters
  - Phones

### Literacy Connections

- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience (Grade-specific expectations for writing types are defined in standards 1–3 above)
- Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate (See grades 9–10 Language standards 1 and 3 here for specific expectations)

### Cross Curricular Connections

- Vocational Work Skills
- Independent Living
### Strand

<table>
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| B. Complete and update a variety of forms | 1.  
- Complete a variety of forms for everyday life experiences  
- Fill out applications |

### Alignments

- CCSS: 9-10.W.4; 9-10.RST.4  
- Performance: 1.8, 2.2  
- Knowledge: (CA) 1,4  
- NETS: N/A  
- DOK: 2

### Instructional Strategies

- Model with a variety of forms  
- Shared writing to co-construct a variety of applications and forms  
- Model how to fill out an application  
- Guided practice completing everyday life experience forms

### Assessments/Evaluations

- Teacher observation  
- Teacher created quizzes  
- Completed student examples of applications and forms

### Sample Assessment Questions

- When filling out applications or everyday forms, do you write in cursive or print?

### Instructional Resources/Tools

- Forms  
- Applications
**Communications**

### Literacy Connections

- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience (Grade-specific expectations for writing types are defined in standards 1–3 above)
- Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics

### Cross Curricular Connections

- Functional Government
- Vocational Work Skills
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<tr>
<td>C.</td>
<td>Demonstrate a variety of conversation techniques in a variety of situations</td>
<td>1.</td>
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<td></td>
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<td>• Formal and informal conversations</td>
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<td></td>
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<td>• Answering the phone or talking to a boss</td>
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**Alignments**
CCSS: 9-10.SL.6  
Performance: 2.1, 2.3  
Knowledge: (CA) 1,6  
NETS: N/A  
DOK: 3

**Instructional Strategies**
- Model with a variety of exemplar ways to answer the phone in appropriate ways  
- Role play ways to have informal or formal conversations

**Assessments/Evaluations**
- Teacher observation  
- Teacher created quizzes  
- Student demonstration and performance

**Sample Assessment Questions**
- What is the proper way to answer the phone, giving a variety of situations?

**Instructional Resources/Tools**
- Example conversations  
- Phones

**Literacy Connections**
- Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9-10 Language standards 1 and 3 here for specific expectations)
Cross Curricular Connections

- Career Connections
- Vocational Work Skills
- Independent Living
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| D.        | D. Demonstrate proper note, message, letter writing, email, and digital skills | 1. Writing:  
- an email  
- a proper note  
- a message  
- letters  

- Accessing digital information (book share, cd rom) |

**Alignments**  
CCSS: 9-10.W.4; 9-10.SL.6  
Performance: 1.8, 2.1  
Knowledge: (CA) 4  
NETS: 2a  
DOK: 2

**Instructional Strategies**  
- Model how to:  
  - take a message  
  - write and send an email  
- Guided practice writing and sending emails  
- Shared writing to co-construct a variety of letters and notes  
- Model how to access digital information

**Assessments/Evaluations**  
- Teacher observation  
- Teacher created quizzes  
- Students’ examples of:  
  - letters  
  - notes  
  - emails  
  - messages  
  - digital assessment
## Sample Assessment Questions

- Write a proper greeting when writing a business letter

## Instructional Resources/Tools

- Sample:
  - emails
  - notes
  - messages
  - letters
  - Computers

## Literacy Connections

- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience (Grade-specific expectations for writing types are defined in standards 1–3 above)
- Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate (See grades 9–10 Language standards 1 and 3 here for specific expectations)

## Cross Curricular Connections

- Vocational Work Skills
- Career Connections
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<td>E. Discuss and evaluate nonverbal behaviors/cues</td>
<td>1.</td>
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<td>• Understand and correctly demonstrate:</td>
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<td>• facial expressions</td>
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<td>• body language</td>
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<td>CCSS: N/A</td>
<td>Performance: 1.5, 3.5</td>
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**Instructional Strategies**

- Model with a variety of exemplar ways to correctly demonstrate facial expression and body language
- Role play

**Assessments/Evaluations**

- Teacher observation
- Teacher created quizzes
- Student demonstration and performance

**Sample Assessment Questions**

- Draw a picture of what someone would look like if they were angry

**Instructional Resources/Tools**

- Example conversations

**Literacy Connections**

- N/A

**Cross Curricular Connections**

- Independent Living