



TENNESSEE DEPARTMENT OF

**EDUCATION**

FIRST TO THE TOP

## Business Communications

<b>Primary Career Cluster:</b>	Business Management and Administration
<b>Consultant:</b>	Joy Smith, (615) 532-6248, <a href="mailto:Joy.Smith@tn.gov">Joy.Smith@tn.gov</a>
<b>Course Code(s):</b>	<del>5888TBD</del>
<b>Prerequisite(s):</b>	None
<b>Credit:</b>	1
<b>Grade Level:</b>	10 - 12
<b>Graduation Requirements:</b>	This course satisfies one of three credits required for an elective focus when taken in conjunction with other Business courses.
<b>Programs of Study and Sequence:</b>	This is the second course in the <i>Administrative and Information Support</i> program of study.
<b>Necessary Equipment:</b>	Computer laboratory
<b>Aligned Student Organization(s):</b>	DECA: <a href="http://ww.decatn.org">http://ww.decatn.org</a> ; FBLA: <a href="http://ww.fbla.org">http://ww.fbla.org</a> Sarah Williams, (615) 532-2829, <a href="mailto:Sarah.G.Williams@tn.gov">Sarah.G.Williams@tn.gov</a>
<b>Coordinating Work-Based Learning:</b>	If a teacher has completed work-based learning training, appropriate student placement can be offered. To learn more, please visit <a href="http://www.tn.gov/education/cte/wb/">http://www.tn.gov/education/cte/wb/</a> .
<b>Available Student Industry Certifications:</b>	None
<b>Dual Credit or Dual Enrollment Opportunities:</b>	There are no known dual credit/dual enrollment opportunities for this course. If interested in developing, reach out to a local postsecondary institution to establish an articulation agreement.
<b>Teacher Endorsement(s):</b>	030, 033, 037, 039, 041, 052, 054, 055, 057, 201, 202, 203, 204, 311, 430, 431, 432, 434, 435, 436, 471, 472, 474, 475, 476
<b>Required Teacher Certifications/Training:</b>	None
<b>Teacher Resources:</b>	<a href="http://www.tn.gov/education/cte/BusinessManagementAdministration.shtml">http://www.tn.gov/education/cte/BusinessManagementAdministration.shtml</a>

### Course Description

*Business Communications* is a course that prepares students for oral and electronic business communications in the 21<sup>st</sup> century including social media as well as developing skills in electronic

publishing, design, layout, composition, and video conferencing. Emphasis will be placed on social media, design and digital communications. Students will review and practice successful styles and methods for professional business communications using the proper tools to deliver effective publications and presentations. Standards in this course are aligned with the Tennessee Common Core State Standards in English Language Arts and Literacy in Technical Subjects.\*

## Program of Study Application

This ~~course~~ is the second course in the *Administrative and Information Support* program of study. For more information on the benefits and requirements of implementing this program in full, please visit the Business Management and Administration website at <http://www.tn.gov/education/cte/BusinessManagementAdministration.shtml>.

## Course Standards

### Communication Components

- 1) Demonstrate compliance with the school's ethics policy regarding copyrighted materials, plagiarism, authenticity, proper citations, privacy, and proper use of technology resources. (TN CCSS Reading 3)
- 2) Identify, analyze, and critique the basic components of communications, such as the message, the sender, the receiver, the mode, the noise, and the response. This includes conducting responsible research when necessary, developing effective arguments, composing meaningful and coherent messages appropriate to the intended audience, and polishing one's delivery skills to deliver an effective and credible message, followed by listening. (TN CCSS Reading 1, 2, 5, 6; TN CCSS Writing 4, 5, 8, 9)
- 3) Differentiate between verbal and nonverbal communications when interacting with peers, subordinates, superiors, and customers. List specific techniques for effective communications and evaluate how different cultures and generations attach different meanings to various gestures, intonations, and other communications techniques. (TN CCSS Reading 4; TN CCSS Writing 9)
- 4) Practice and implement proven communication techniques to foster positive interpersonal relationships in the business atmosphere, such as:
  - a. Establishing and maintaining positive relationships with coworkers and customers (e.g., being fair, helpful, tactful, gracious, and appreciative).
  - b. Recognize manifestations of tension, and employ recommended strategies to resolve the situation in the most favorable ways (e.g., collaborating, compromising, accommodating).
  - c. Practice various interactions and conflict resolution strategies by participating in role-play exercises and structured controversies, allowing students to model positive/supportive behaviors that respect varying perspectives and viewpoints of others and yield consensus decision-making.(TN CCSS Reading 1, 8; TN CCSS Writing 2, 8)



## Digital Citizenship

- 5) Create a rubric for evaluating and selecting the best electronic communication tool for a given task or situation. Using scenarios from business and industry, identify appropriate tools for various situations and defend selections through a persuasive narrative, based on the application of the rubric. (TN CCSS Reading 1, 8; TN CCSS Writing 1, 4)
- 6) Research and analyze various aspects of good digital citizenship. In groups, discuss the effects of technology on day-to-day and business communications. Select one topic (such as hacking of a customer database, social media, etc.) for further exploration and develop an electronic presentation employing to demonstrate the implications of the topic on society, as well as business and industry. (TN CCSS Reading 1, 2; TN CCSS Writing 2, 4, 5, 6, 8)
- 7) Compile significant points regarding courtesy and propriety in a digital business world (“netiquette”) and prepare a presentation or web page that includes the topics of
  - a. Message priority (urgent, normal, or low)
  - b. Consent to share (property rights)
  - c. Confidential or sensitive information (privacy)
  - d. Message formatting (fonts, color, case, informal abbreviations, emoticons)(TN CCSS Reading 1; TN CCSS Writing 2, 4, 5, 6)

## Business Writing

- 8) Evaluate, create, and revise business correspondence, short contracts and reports, electronic forms, and small legal documents for a business in standard English using the following:
  - a. Employing word processing and simple spreadsheet programs
  - b. Using proper grammar essentials, including parts of speech, vocabulary, punctuation, sentence structure
  - c. Applying accepted business styles, including fonts, margins, layout, color, formats for dates, times, currencies, proper names
  - d. Using acceptable business language, vocabulary, acronyms
  - e. Writing for social media
  - f. Writing for the internet(TN CCSS Reading 1, 6; TN CCSS Writing 2, 4, 5, 6)
- 9) Analyze examples of writing for evolving digital platforms such as social media applications. Compare and contrast writing conventions required for commonly used applications and construct an event announcement for a local business in formats appropriate for at least three different social media/networking tools. (TN CCSS Reading 1, 2, 7, 9; TN CCSS Writing 4, 5, 6)
- 10) Construct Locate a website used by a business to sell a product or service. Evaluate the website’s design, content, text, images, layout, and color. Discern the site’s effectiveness and ease of navigation, including the use of hyperlinks. Using persuasive writing, produce a critique addressing the pros and cons of the site, and offer recommended revisions. ~~a basic website to deliver a message, sell a product, or highlight a student organization writing both informative and persuasive text. Include engaging images and hyperlinks to subpages created to further explain. For example, to promote the launch of a new product for a local business, a web site~~



~~should attractively present the product and encourage the viewer to click links that lead to more details on product features.~~ (TN CCSS Reading 2, 3, 4, 7; TN CCSS Writing 1, 2, 4, 5, 6)

## Desktop Publishing

- 11) Create, adjust, and publish business document projects to typographic standards:
  - a. Using word processing or desktop-publishing software
  - b. Planning layouts based on estimation and calculations to achieve accepted balance of text, art, photos, and white space
  - c. Applying consistent style standards, including fonts, margins, layout, color scheme, and image and text formats
  - d. Inserting and formatting merged graphic elements, such as charts, photos and artwork, and text embellishments
  - e. Incorporating editing and revision markings to incorporate desired changes by the author/editor(TN CCSS Reading 3, 4; TN CCSS Writing 6)
- 12) Configure and send typographic output for designing camera ready documents on destination printer, color model (RGB, CMYK, etc.), preprint color requirement, and process color separations. (TN CCSS Reading 3, 4; TN CCSS Writing 2, 4, 6)
- 13) Manipulate, enhance and produce digital photographs, graphics, or other art elements utilizing photographic and / or graphic editing software. (TN CCSS Writing 6)

## Oral Communications

- 14) Draft and edit two speeches: (1) to persuade, and (2) to inform. Incorporate planning and preparation to deliver speeches that adhere to the following expectations:
  - a. Appropriate for various audiences and purposes
  - b. Delivered with enthusiasm and appropriate body language
  - c. Structured to guide the listener to the desired objective or response
  - d. Includes facts and research, in addition to original claim(s) and counterclaim(s) supported by evidence
  - e. Revised based on peer feedback(TN CCSS Reading 1, 2; TN CCSS Writing 4)
- 15) Critique the purpose of various speaking assignments to identify the design and goal, such as to inform, educate, convince, persuade, or lead to action. (TN CCSS Reading 1, 2, 6; TN CCSS Writing 2, 7)
- 16) Plan, prepare, and conduct a short business meeting, including following-up after the meeting. Write an agenda, develop and produce necessary materials, facilitate the meeting effectively, and prepare a follow-up email thanking the attendees for their participation and summarizing key takeaways and action items. (TN CCSS Reading 2; TN CCSS Writing 4, 6, 7, 8)



- 17) Promote, organize, and practice creative problem-solving using the brainstorming approach, incorporating common techniques such as predefined time limits, short breaks, goals, visual aids, and record-keeping.

### **Virtual Meetings**

- 18) Plan, organize, schedule, and deliver a webinar to one or more distant parties using computer conferencing tools (e.g., telephone or voice over IP, online conferencing system).
  - a. Prepare an invitation, agenda, and overall script for the webinar, outlining the planned verbiage and business-related flow of information. Include guidelines, minutes and follow-up.
  - b. Single-handedly or as a team, conduct the webinar or simulated webinar according to the agenda.
  - c. Leverage the video, audio, and meeting enhancement tools available through the selected webinar software, such as highlighting, chat, polling, and question features to maximize audience interaction.
  - d. Save, and edit, if needed, a short audio/video recording of the webinar for later publication.

(TN CCSS Reading 3, 6; TN CCSS Writing 4, 6)

- 19) Plan, organize, schedule, and conduct a web videoconference or simulation with one or more distant parties using computer conferencing tools (e.g., webcams, high-speed Internet, computer)
  - a. Prepare an overall agenda for the web conference, outlining the planned exchanges of information, positioning and appearance of people, and switching between video sources (e.g., webcams, document cams, and other imagery).
  - b. Follow the agenda to complete the web-meeting exchange, either single-handedly or as part of a team.
  - c. Use effective communication and engagement strategies (such as effective meetings facilitation) to encourage active participation by all parties connected to the meeting.
  - d. Save, and edit if needed, a short audio/video recording of the web meeting for later publication.

(TN CCSS Reading 3, 6; TN CCSS Writing 4, 6)

### **Career Activities**

- 20) Prepare an electronic portfolio
  - a. Including work products demonstrating career preparation skills, using an assortment of media (text, photos, video, hyper-linked pages).
  - b. Including a professionally formatted résumé and other supporting documents such as cover letter and application.
  - c. Packaged on a suitable media (e.g., CD, DVD, memory stick, web site).

(TN CCSS Writing 4, 5, 6)

- 21) Conduct a job search of positions in one or more career areas of interest using tools such as <https://www.jobs4tn.gov> and other online employment resources; complete a job application;



participate in mock interviews with partner businesses and/or through participation in a student organization event. (TN CCSS Reading 3; TN CCSS Writing 4)

- 22) Address the appropriate use of and ethics related to social media in personal and professional situations and its impact on career search processes, as well as its impact on the professional reputation of a person. (TN CCSS Reading 1, 2)

## Standards Alignment Notes

\*References to other standards include:

- TN CCSS Reading: [Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects](#); Reading Standards for Literacy in Science and Technical Subjects 6-12; Grades 11-12 Students (page 62).
  - Note: While not directly aligned to one specific standard, students who are engaging in activities outlined above should be able to also demonstrate fluency in Standard 10 at the conclusion of the course.
- TN CCSS Writing: [Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects](#); Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6-12; Grades 11-12 Students (pages 64-66).
  - Note: While not directly aligned to one specific standard, students who are engaging in activities outlined above should be able to also demonstrate fluency in Standards 3 and 10 at the conclusion of the course.
- P21: Partnership for 21st Century Skills [Framework for 21st Century Learning](#)
  - Note: While not all standards are specifically aligned, teachers will find the framework helpful for setting expectations for student behavior in their classroom and practicing specific career readiness skills.





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FIRST TO THE TOP

## Computer Applications

<b>Primary Career Cluster:</b>	Business Management &- Administration
<b>Consultant:</b>	Joy Smith, (615) 532-6248, <a href="mailto:Joy.Smith@tn.gov">Joy.Smith@tn.gov</a>
<b>Course Code(s):</b>	5891, 3638, 3721
<b>Prerequisite(s):</b>	None
<b>Credit:</b>	1
<b>Grade Level:</b>	8-12
<b>Graduation Requirements:</b>	This course satisfies one of three credits required for an elective focus when taken in conjunction with other Business or Finance courses.
<b>Programs of Study and Sequence:</b>	This is the first course in all programs of study within the Business Management & Administration and Finance career clusters.
<b>Necessary Equipment:</b>	Computer laboratory
<b>Aligned Student Organization(s):</b>	DECA: <a href="http://www.decatn.org">http://www.decatn.org</a> ; FBLA: <a href="http://www.fblatn.org">http://www.fblatn.org</a> Sarah Williams, (615) 532-2829, <a href="mailto:Sarah.G.Williams@tn.gov">Sarah.G.Williams@tn.gov</a>
<b>Coordinating Work-Based Learning:</b>	If a teacher has completed work-based learning training, appropriate student placement can be offered. To learn more, please visit <a href="http://www.tn.gov/education/cte/wb/">http://www.tn.gov/education/cte/wb/</a> .
<b>Available Student Industry Certifications:</b>	Yes
<b>Dual Credit or Dual Enrollment Opportunities:</b>	Some local dual enrollment/dual credit opportunities exist. Please check with the local college of applied technology or community college for options.
<b>Teacher Endorsement(s):</b>	037, 039, 041, 055, 057, 202, 203, 204, 311, 430, 431, 432, 434, 435, 436, 474, 475, 476
<b>Required Teacher Certifications/Training:</b>	None
<b>Teacher Resources:</b>	<a href="http://www.tn.gov/education/cte/BusinessManagementAdministration.shtml">http://www.tn.gov/education/cte/BusinessManagementAdministration.shtml</a> <a href="http://www.tn.gov/education/cte/Finance.shtml">http://www.tn.gov/education/cte/Finance.shtml</a>

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### Course Description

*Computer Applications* is a foundational course intended to teach students the computing fundamentals and concepts involved in the proficient use of common application software. Upon completion of this

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course, students will gain basic proficiency in word processing, spreadsheets, databases, and presentations. In addition, students will have engaged in key critical thinking skills and will have practiced ethical and appropriate behavior required for the responsible use of technology. Standards in this course are aligned with Tennessee Common Core State Standards for Literacy in Technical Subjects and Tennessee Common Core State Standards in Mathematics.\*

## Program of Study Application

This is the foundational course for all programs of study within the Business Management and Administration and Finance career clusters. For more information on the benefits and requirements of implementing these programs in full, please visit the Business Management and Administration and Finance websites at:

- Business Management & Administration:  
<http://www.tn.gov/education/cte/BusinessManagementAdministration.shtml>
- Finance: <http://www.tn.gov/education/cte/Finance.shtml>

## Course Standards

### Communication Networks, the Internet, and Technology Operations

- 1) Research recent developments in information technology affecting the supply/demand characteristics of the job market, including career pathways and occupational outlooks for occupations in business and finance that require information technology expertise. Synthesize findings into a presentation highlighting the typical roles and responsibilities of professionals in high-growth occupations. (TN CCSS Reading 1, 2, 7, 9; TN CCSS Writing 4, 6, 7, 8, 9)
- 2) Identify, connect, and demonstrate the correct usage of elements of a typical home computer, including a monitor, keyboard, mouse, network cable, and USB devices (such as camera, memory, or scanner). Perform basic troubleshooting as needed for situations involving these components (e.g., if the computer does not recognize a device). (TN CCSS Reading 3, 4)
- 3) Correctly and safely execute basic file management operations on a typical personal computer and shared storage media, including the opening, creating, copying, moving, deleting, and renaming of files and folders, as well as searching for a specified file or folder on local or networked storage media. (TN CCSS Reading 3)
- 4) Describe and demonstrate the correct connections and setup for a new wireless router in a home computing environment. Discuss the impact of network speeds, wireless communication, firewalls, and gateways on individual and societal productivity. (TN CCSS Reading 3, 4)
- 5) ~~Discern the need for~~ Describe and perform the steps necessary to retrieve, download, and safely install new applications, updates, and plug-ins from the Internet. (TN CCSS Reading 3)
- 6) Compare and contrast the accessibility of the Internet through a home router versus through a public wi-fi access point. Discuss the risks and advantages of using secure home networks versus publicly accessible networks. (TN CCSS Reading 1, 4, 8, 9)

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- 7) While preparing materials and assignments in this course, use a browser to access and download Internet resources by uniform resource locator (URL), hyperlink, or favorite/bookmark.

### Word Processing and Publishing

- 8) Use a word processing program to create and format documents with academic and business styles (e.g., memos, letters, agendas, reports, tabular lists) to communicate the results of research, meetings, lab reports, and relevant assignments in this course. (TN CCSS Reading 3, 7; TN CCSS Writing 2, 4, 6)
- 9) Craft documents using word processing program features and methods such as:
  - a. Paragraph formatting (line spacing, justification, indentations)
  - b. Bulleted and numbered lists
  - c. Tables of multiple columns, with and without borders
  - d. Margins, headers, footers, page numbers, and footnotes
  - e. Typeface fonts and weights, including hyperlinks
  - f. Capitalization, punctuation, number expression, grammar
  - g. Printing orientation, one- or two-sided, to a selected printer
  - h. Bibliographies and tables of contents
  - i. Saving to a file that can be shared and/or transported, including saving to cloud-based or external sources(TN CCSS Reading 3, 4, 7; TN CCSS Writing 2, 4, 6)
- 10) Enhance ~~created or edited~~ documents by including graphic arts components such as borders and shaded elements, graphs and charts from other programs, watermarks, and imagery imported from ~~mobile technology~~ devices and drives as well as sources retrieved from the Internet, including adding citations and/or captions for each element when appropriate. (TN CCSS Reading 3, 7; TN CCSS Writing 4, 5, 6)
- 11) Create, format, and edit documents suitable for print or electronic distribution, both four-color and two-color (black and white). (TN CCSS Reading 3; TN CCSS Writing 4, 5, 6)
- 12) Critique and edit existing documents with standard proofreading and editing marks to conform to a standard business style guide (e.g., fonts, colors, line spacing). Practice the use of electronic revision marks and comments, where supported. (TN CCSS Reading 1, 2, 5, 6, 8, 9; TN CCSS Writing 4, 5, 6)
- 13) Complete a comprehensive word-processing project with instructor approval that applies the skills acquired in this section. For example, prepare a contract, MLA-style report, business proposal, or budget report from a student organization~~end-of-month financial report for a small business~~. (TN CCSS Writing 4, 6, 7)

### Spreadsheet Applications

- 14) Use a spreadsheet program to create and format academic and business documents for the purposes of tabulating and calculating numerical and/or textual data (e.g., statistics, historical



data, measurements), such as budget calculations, sales reports, lab data, and related analyses. (CCSS Reading 1, 3, 4, 5, 7, 9; TN CCSS Writing 4, 6; TN CCSS Math [N-Q, S-ID\\*](#))

15) Craft documents using a spreadsheet program using features and methods such as:

- a. Cells, columns, and rows
- b. Formulas and functions
- c. Copy, move, delete, and fill
- d. Cell-value formats (numerical and text) and alignment
- e. Column and row width/height, insert/delete, move
- f. Printing to a selected printer
- g. Saving with a file format that can be shared and/or transported

(TN CCSS Reading 3, 4, 5; TN CCSS Writing 4, 6; TN CCSS Math [N-Q, S-ID\\*](#))

16) Create new formulae to analyze data by calculating with, extracting from, presenting, and/or summarizing, including:

- a. Basic arithmetic calculations
- b. Basic mathematic (e.g., SUM, AVG, MIN, MAX) and text (e.g., LEN, LEFT, RIGHT, MID) functions
- c. Copying formulae that include both relative and absolute cell references
- d. Sorting in ascending/descending order
- e. Filtering data to retrieve specific values
- f. Basic conditional formatting (e.g., red for negative values)

(TN CCSS Reading 3, 4, 5; TN CCSS Writing 6; TN CCSS Math [N-Q, S-ID\\*](#))

17) Create and format for optimal clarity a variety of types of graphs and charts, including bar charts, line charts, pie charts, and X-Y graphs, based on tabulated data. (TN CCSS Reading 3, 4, 7; Writing 4, 5, 6; TN CCSS Math [N-Q, S-ID\\*](#))

18) Retrieve a spreadsheet template (from those installed with the program or from the Internet) and customize it for a particular assignment approved by the instructor. For example, prepare a “timecard” of one’s daily hours spent on a month-long job assignment. (TN CCSS Writing 6)

#### Database Applications

19) Use a database program to interpret the structure of an existing database (found in teaching resources or teacher-created), identifying tables, fields, key fields, queries, forms, and reports. (TN CCSS Reading 1, 3, 4, 5, 7)

20) Using an existing database (found in teaching resources or teacher-created), create and run a database report based on basic queries. For example, retrieve the relevant information to answer a customer product inquiry during a mock customer service phone call. (TN CCSS Reading 3; TN CCSS Math [N-Q, S-ID\\*](#))

21) Using an existing database (found in teaching resources or teacher-created), create, modify, and perform basic queries through a form to create a new table/view in a database. (TN CCSS Reading 3; TN CCSS Math [N-Q, S-ID\\*](#))



## Presentation Software

- 22) Design, create, and deliver an oral presentation for a selected audience on a topic approved by the instructor. Using a specified slide number and duration, include the following elements:
- A selected theme (colors, background, fonts, etc.)
  - Bulleted text based on a chosen style
  - Photographs and other imagery
  - Charts and graphs
  - Video and animated graphics
  - Animated transitions of slides and components within a slide

Save the file in a format that can be transported and shared with the audience. (TN CCSS Writing 4, 6, 7)

- 23) Design, create, and deliver a self-running electronic slideshow for a selected audience on a topic approved by the instructor. Using a specified slide number and duration, include the following elements:
- A selected theme (colors, background, fonts, etc.)
  - Photographs and other imagery
  - Video and animated graphics
  - Animated transitions of slides

Save the file in a format that can be transported and shared with the audience. (TN CCSS Writing 4, 6, 7)

## Digital Citizenship

- 24) Research, summarize, and deliver (via presentation, document, spreadsheet data/chart, or other format) a summary of the various perspectives and ramifications surrounding an ethical issue related to modern-day electronic communications, as approved by the instructor. Develop and strengthen claim(s) and counterclaim(s) about the issue, citing supportive evidence. Potential issues include spam, flaming, cyberbullying, libel, slandering, and mining of personal data for profit. (TN CCSS Reading 1, 2; TN CCSS Writing 1, 4, 6, 7)
- 25) Research, summarize, and deliver (via presentation, document, spreadsheet data/chart, or other format) a summary of the various perspectives and ramifications surrounding an ethical issue related to intellectual property rights, as approved by the instructor. Develop and strengthen claim(s) and counterclaim(s) about the issue, citing supportive evidence. Potential issues include copyright infringement, piracy, plagiarism, art licensing, creative commons, and the state/federal laws that govern them. (TN CCSS Reading 1, 2; TN CCSS Writing 1, 4, 6, 7)
- 26) Explain, furnish examples, and demonstrate technical literacy with the following terms:
- The Internet, World Wide Web, and various browsers
  - Network speeds, wireless communication, firewalls, and gateways
  - Domains, hyperlinks, homepages, favorites/bookmarks, plugins, tabs, and downloads/uploads



## Electronic Communication and Collaboration

- 27) Employ skills covered in this course (document processing, spreadsheet applications, electronic presentations, databases, Internet fluency) to complete a cross curricular project approved by the instructor. (TN CCSS Writing 6, 7)

## Standards Alignment Notes

\*References to other standards include:

- TN CCSS Reading: [Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects](#); Reading Standards for Literacy in Science and Technical Subjects 6-12 (page 62).
  - Note: While not directly aligned to one specific standard, students who are engaging in activities outlined above should be able to also demonstrate fluency in Standard 10 at the conclusion of the course.
- TN CCSS Writing: [Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects](#); Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6-12 (pages 64-66).
  - Note: While not directly aligned to one specific standard, students who are engaging in activities outlined above should be able to also demonstrate fluency in Standards 3 and 10 at the conclusion of the course.
- TN CCSS Math: [Common Core State Standards for Mathematics](#); Math Standards for High School: Numbers and Quantity, ~~Algebra, Functions,~~ Statistics and Probability.
  - Note: The standards in this course are not meant to teach mathematical concepts. However, the concepts referenced above may provide teachers with opportunities to collaborate with mathematics educators to design project-based activities or collaborate on lesson planning, depending on the projects used in each situation (for example, spreadsheets). Students who are engaging in activities listed above should be able to demonstrate quantitative, ~~algebraic, functional,~~ and statistical reasoning as applied to specific technical concepts. In addition, students will have the opportunity to practice the habits of mind as described in the eight Standards for Mathematical Practice.
- P21: Partnership for 21st Century Skills [Framework for 21st Century Learning](#)
  - Note: While not all standards are specifically aligned, teachers will find the framework helpful for setting expectations for student behavior in their classroom and practicing specific career readiness skills.

