MYP Design Year 2 S1 Unit 1 Professional Communications

Content Area: Design, Career & Technical Education and Technology Applications	**Timeframe:** August 11th- September 19th, 2025
Course Name/Code: Professional Communications/13009900	**Duration:** 14, 90 minutes lessons (approximately 6 weeks)
Grade Level: MYP Year 2/7th Grade	**Writer(s):** K. Hippman, CTE CIS, L. Williams, CTE CIS
Unit Title: Unit 1 Becoming a Competent Communicator	**Revision Date:** May 2025

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Unit Preview and Purpose

What is the purpose of this unit?

Competent communication requires a sender, a message, and intended receiver and the ability to analyze and adapt to a variety of communication situations, as well as, understanding and evaluating causes, processes, and consequences of communication in order to act with integrity and honesty, and take responsibility for one's own actions developing effective working practices.

Teacher Reflections and Preparation Resources

Prior to teaching this unit, the teacher will describe the planning, process, and impact of inquiry prior to the unit .(Design Teacher Preparation Materials)

Middle School CIS Intellectual Preparation Materials MYP Unit Internalization & Lesson Planning Tool

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Stage 1 - Inquiry and Purpose

Statement of Inquiry

 Communication must be adapted based on context (setting).

Context and Concept Rationale

Competent communication requires a sender, a message, and intended receiver and the ability to analyze and adapt to a variety of communication situations, as well as, understanding and evaluating causes, processes, and consequences of communication in order to act with integrity and honesty, and take responsibility for one's own actions developing effective working practices. The growth goal for scholars is learning and maturing their communication competency (being skilled at speaking and listening and adapting their skills based on the communication context) through the analysis of self, others, and real-world scenarios including formal/informal communication, current local/world events, and literature.

Conceptual Understanding

Adaptation shapes communication.

Global Concept

Personal and cultural expression

How we express ourselves: an inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.

Key Concept	Related Concept
Communication: the exchange or transfer of signals, facts, ideas and symbols.	Adaptation: Adaptation involves incorporating ideas found in one product into the development of a new product.

Inquiry Questions

Factual (FQ)	Conceptual (CQ)	Debatable (DQ)
1. What is a competent communicator? 2. What are the five communication acts? 3. What is the basic communication model, the parts, function and process? 4. What is the difference between verbal and nonverbal communication? 5. What are effective listening skills? 6. What is communication apprehension?	1. Why is it important to study communication? 2. How can understanding a communication process better one's communication competency in a variety of contexts? 3. How does verbal and nonverbal communication and effective listening skills impact how messages are sent and interpreted in a variety contexts? 4. How does becoming a competent communicator impact one's written communication?	1. To what extent are competent communicators more successful? 2. How much can analysis of communication lead to personal growth?

Approaches to Learning Skills (Duplicate this section as needed)

ATL Category	ATL Cluster	ATL Skill
Communication	Communication	Use intercultural understanding to interpret communication

Learning Experiences

In order for scholars to use intercultural understanding to interpret communication, scholars will apply professional communication strategies. (TEKS 3ABCDEFGH)

Explicit: The teacher will demonstrate and model the following.	Implicit: The learner will…
● the principle of three ● situation, purpose, audience & method (SPAM) model to planning a presentation ● graphic organizers ● design journaling ● active listening ● interpreting rubrics and creating a criteria list	● adapt language for audience, purpose, situation, and intent ● organize oral and written information ● interpret and communicate information, data, and observations ● deliver formal and informal presentations ● apply active listening skills ● develop and interpret tables, charts, and figures ● listen to and speak with diverse individuals ● exhibit public relations skills

ATL Category	ATL Cluster	ATL Skill
Thinking	Critical Thinking	Use models and simulations to explore complex systems and issues

Learning Experiences

In order for scholars to use models and simulations to explore complex systems and issues, scholars will develop an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. (TEKS 11BCDEFHKLNO)

Explicit: The teacher will demonstrate and model the following.	Implicit: The learner will…
The teacher will lead discussion, provide visual representation of models, and examples of a variety of communication skills and situations for the following: - competent communication skills - the five communication acts - the basic communication model, the parts, function and process - verbal and nonverbal communication - effective listening skills? - communication apprehension	- demonstrate knowledge of the communication process, including the characteristics of oral language, types and effects of nonverbal communication, effective nonverbal strategies such as a firm handshake, direct eye contact, and appropriate use of space and distance - demonstrate knowledge of the components of the listening process and specific kinds of listening such as critical, deliberative, and empathetic identify and analyze ethical and social responsibilities of communicators - demonstrate knowledge of various communication processes in professional contexts, including using effective communication skills; analyzing standards for appropriate use of informal, standard, and technical language; making appropriate and important communication decisions based on accurate and complete information; and recognizing and analyzing appropriate channels of communication in organizations - use appropriate interpersonal communication strategies in professional contexts, including using different types of professional communication and communication management skills and observing professional etiquette - identify and use appropriate strategies for communicating with a variety of audiences; research formal and informal professional presentations by analyzing the audience, occasion, purpose, and primary and secondary sources; determining specific topics for presentations; and evaluating sources using media literacy strategies such as recognizing bias, misinformation, untruths, and source credibility - develop formal and informal professional presentations using effective strategies to organize presentations, using information to support points in

	presentations, preparing scripts or notes, using visual or auditory aids to enhance presentations, and providing credit for information sources ● use appropriate techniques to manage communication apprehension and build self confidence ● evaluate formal and informal professional presentations by participating in question-and answer sessions following presentations, applying critical-listening strategies, and evaluating the effectiveness of presentations, including self-evaluation

Interdisciplinary and Real-World Connections

Interdisciplinary Connections	Real-World Connections
Interdisciplinary Connections: Language & Literature: Language is integral to exploring and sustaining personal development and cultural identity, and provides an intellectual framework that supports the construction of conceptual understanding. In this unit, scholars are encouraged to explore communication of self, others, and the world at large (informal/formal situations, local and world current events and literature) which can impact communication competency with the aim of growing cultural and self expression.	It is essential for scholars to understand and reflect on their identity, culture, and background to better understand their expression in the world through the lens of competent communication and the IB framework. This type of introspection will help them develop as IB scholars and as life-long learners through college and beyond with the capacity to positively impact their communities and world at-large. Adapting communication to a situation, purpose, and audience is evidence of communication competency in business and personal communication.

Stage 2 - Summative Assessment

Connection to the Statement of Inquiry

Practicing communication in a variety of settings and adapting communication methods, verbal/nonverbal, based on situation, purpose, and audience creates communication competence, which allows scholars to demonstrate the IB Communicator and the Open-Minded traits.

Assessment Description

G.R.A.S.P.S

<u>Goal</u>: The goal of the About Me presentation is for scholars to employ their knowledge of self and IB to demonstrate how communication is adapted (method chosen) based the situation, purpose, and audience by reinforcing introductions, IB & ME connections, self efficacy/ managing communication apprehension, and positive intrapersonal communication while applying the design process.

<u>Role</u>: Competent communicator who must consider the situation, purpose, and audience when selecting the methods (verbal/nonverbal communication) when creating a presentation.

<u>Audience</u>: International Baccalaureate representative, Uplift Corporate manager, Academic Director, Dean, Teachers, and peers.

<u>Situation</u>: IB representatives and Uplift executives are visiting middle school campuses and observing courses with campus leaders to observe International Baccalaureate principles at work in coursework. Since your Professional Communications class completed an IB and Me exploration, your presentation has been chosen for observation. You must consider how these visitors shape your presentation. How will you adapt your methods of communication to include this new audience?

<u>Product/Solution</u>: Presentation with verbal/nonverbal representation. Scholars will construct a written speech and an appropriate visual presentation for the situation, purpose, and audience.

<u>Standards for Success</u>:

Summative: MYP Design Criteria A & D - **Standard** Example

Mode Rating: MYP Design Criteria A-D

Teacher Note: MYP Criterion A, B, C, & D strands will be rated individually for baseline growth tracking and a mode rating given for each strand.

Scholar Example

Scholar Presentation.pptx

Instruction Notes Rubric

As scholars move through the Design process there should be discussions, explanation, and examples regarding grade level expectations (5-6) and the target for scholars to meet or exceed grade level. Quantify and/or explain words like "some", "few", "range", "minimal", "appropriate" mediums", "satisfactory", "adequate", "competent:, "with guidance" and "excellent" for scholars based on content cohort norming using scholar work samples, TEA TEKS, and ISTE standards. If norming is unavailable. Use the following guidelines: some= minimum of 2, few= at least 3, range= 3-5, minimal=lacking skill, detail, effort, or number, appropriate= grade level expectation for descriptor, satisfactory=average, competent= on grade level, excellent= above grade level, and with guidance= teacher prompting. Teachers may target or omit specific scholar expectations on the rubric if they are less applicable or there is a need for emphasis; however, all strands and all scholar expectations should be covered at least once a semester. It is beneficial for content cohort teachers to norm on student expectations to increase standards and consistency in the reporting of ratings into AWARE.

MYP Rubric

Criterion A: Inquiring and analyzing (Maximum: 8)

At the end of year 2, students should be able to:

   i. explain and justify the need for a solution to a problem
   ii. construct a research plan, which states and prioritizes the primary and secondary research needed to develop a solution to the problem
   iii. analyze a group of similar products that inspire a solution to the problem
   iv. develop a design brief, which presents the analysis of relevant research.

Notes for Criterion A

When developing the design brief, students should concisely summarize only the useful and relevant information they have found through their research. They will present this information in their own words. Students should not copy and paste information from sources without analysis or indicating relevance.

Achievement level	Achievement level descriptor	Task specific clarifications
7–8 Exemplar	The scholar: i. **explains and justifies** the need for a solution regarding the solution. ii. **constructs** a research plan, which **states and prioritize**s the primary and secondary research needed to develop a solution for the solution **independently**. iii. **analyzes a group** of similar products that inspire a solution for the solution. iv. **develops** a design brief, which **presents the analysis** of relevant research for the solution.	
5–6 Proficient	The scholar: i. **explains** the need for a solution.. ii. **constructs a research plan**, which **states and prioritizes** the primary and secondary research needed to develop a solution., with some guidance. iii. **describes a group** of similar products that inspire a solution to the solution. iv. **develops** a design brief, which **outlines** the findings of relevant research for the solution.	
3–4 Approaching	The scholar: i. **outlines** the need for a solution regarding the solution. ii. **states** the research needed to develop the solution with some guidance. iii. **outlines one** existing product that inspires regarding the solution. iv. **develops a basic** design brief, which **outlines some** of the relevant research for the solution.	
1–2 Developing	The scholar: i. **states** the need for a solution. ii. **states some** of the main findings of relevant research for the solution.	
0 Unacceptable	The scholar does not reach a standard described by any of the descriptors below. Highly incomplete or not submitted.	

Criterion B: Developing ideas (Maximum: 8)

At the end of year 2, students should be able to:

  i. develop a design specification which outlines the success criteria for the design of a solution based on the data

  collected

  ii. present a range of feasible design ideas, which can be correctly interpreted by others

  iii. present the chosen design and outline the reasons for its selection

  iv. develop accurate planning drawings/diagrams and outline requirements for the creation of the chosen solution.

Notes for Criterion B

In MYP design, a feasible idea is one that the student can create within the allocated time with the tools and facilities available to them.

Examples of "planning drawings/diagrams" for digital design solutions include website navigation maps, interface layout—aesthetic considerations (websites), detailed sketches (graphic design), detailed storyboards (video editing and animations), and so on.

Examples of "planning drawings/diagrams" for product design solutions include scale drawing with measurements (orthographic), part and assembly drawings, exploded drawings, recipes, cutting plans, and so on.

Achievement level	Achievement level descriptor	Task specific clarifications

7–8 Exemplar	The scholar: i. **develops** a design specification which **outlines** the success criteria for the solution based on the data collected. ii. presents a **range of feasible design ideas**, using an **appropriate medium(s)** and **annotation**, which can be correctly interpreted by others. iii. presents the chosen design and **outlines the reasons** for its selection with reference to the design specification. iv. develops accurate planning, drawings/diagrams, writing and **outlines requirements** for the creation of the solution.	
5–6 Proficient	The scholar: i. **develops** design specifications, which **identify the success** criteria for the solution. ii. presents a range of feasible design ideas, using an appropriate medium(s) **and explains key features**, which can be interpreted by others. iii. presents the chosen design and outlines the **main reasons** for its selection with reference to the design specification. iv. develops accurate planning drawings/diagrams, writing and **lists requirements** for the creation of the solution.	
3–4 Approaching	The scholar: i. constructs a **list of the success** criteria for the design solution. ii. presents a **few feasible design ideas**, using an appropriate medium(s) or explains key features, which can be interpreted by others. iii. **outlines** the **main reasons** for choosing the design with reference to the design specification. iv. creates planning drawings/diagrams or lists requirements for the chosen solution for the solution.	
1–2 Developing	The scholar: i. lists a **few basic success** criteria for the design of the solution. ii. presents **one design idea**, which can be interpreted by others. iii. creates incomplete planning drawings/diagrams, and writing for the solution.	
0 Unacceptable	The scholar does not reach a standard described by any of the descriptors below. Highly incomplete or not submitted.	

Criterion C: Creating the solution (Maximum: 8)

At the end of year 2, students should be able to:

        i. construct a logical plan, which outlines the efficient use of time and resources, sufficient for peers to be able to follow

        to create the solution

        ii. demonstrate excellent technical skills when making the solution

        iii. follow the plan to create the solution, which functions as intended explain changes made to the chosen design and

        the plan when making the solution.

        iv. present the solution as a whole

Notes for Criterion C

When changes have been made to the solution, students must describe and justify each change. If there are no changes to the plan, students are not required to describe or justify any changes.Technical skills: A student's level of technical skill can be determined using the following two factors: the complexity of skill demonstrated the level of guidance needed from the teacher to complete the task.

Achievement level	Achievement level descriptor	Task specific clarifications
7–8 Exemplar	The scholar: i. **constructs a logical plan**, which **outlines the efficient use of time and resources**, sufficient for peers to be able to follow to create the solution. ii. demonstrates **excellent technical skills** when making the solution. iii. follows the plan to create the About Me Presentation, which **functions as intended** and is **presented appropriately.** iv. **explains changes** made to the chosen design and plan when making the solution.	

Achievement level	Achievement level descriptor	Task specific clarifications
5–6 Proficient	The scholar: i. constructs a plan, which **considers time and resources**, sufficient for peers to be able to follow to create the solution. ii. demonstrates **competent technical skills** when making the solution. iii. creates the solution, which **functions as intended** and is **presented appropriately**. iv. **outlines changes** made to the chosen design and plan when making the solution.	
3–4 Approaching	The scholar: i. **outlines each step** in a plan that contains **some details**, resulting in peers having **difficulty following the plan** to create the About Me Presentation. ii. demonstrates **satisfactory technical skills** when making the About Me Presentation. iii. creates the About Me Presentation., which **partially functions** and is **adequately presented.** iv. **outlines changes** made to the chosen design or plan when making the About Me Presentation.	
1–2 Developing	The scholar: i. **demonstrates** minimal technical skills when making the solution. ii. **creates** the solution, which **functions poorly** and is presented in an **incomplete** form.	
0 Unacceptable	The scholar does not reach a standard described by any of the descriptors below. Highly incomplete or not submitted.	

Criterion D: Evaluating (Maximum: 8)

At the end of year 2, students should be able to:

      i. describe detailed and relevant testing methods, which generate accurate data, to measure the success of the solution

      ii. explain the success of the solution against the design specification

      iii. describe how the solution could be improved

      iv. describe the impact of the solution on the client/target audience.

Notes for Criterion D

Product testing: This is a stage in the design process where versions of products (for example, prototypes) are tested against the design need (specification), applied to the context and presented to the end-user or target audience. These tests may include the collection and analysis of data. Types of testing include user trial and observation: (usability and intuitiveness), field/ performance test: (functionality and performance), expert appraisal: (beta testing, consumer testing) Authentic tests: The tests are relevant to the project and are completed by appropriate testers to gain high-quality quantitative and qualitative feedback

Achievement level	Achievement level descriptor	Task specific clarifications
7–8 Exemplar	The scholar: i. **describes detailed and relevan**t testing methods, which generate accurate data, to measure the success of the solution. ii. **explains** the success of the solution against the design specification based on authentic testing methods. iii. **describes** how the solution could be improved. iv. **describes** the impact of the solution on the client/target audience.	
5–6 Proficient	The scholar: i. **describes** relevant testing methods, which generate data, to measure the success of the solution.	

Achievement level	Achievement level descriptor	Task specific clarifications
	ii. **describes** the success of the solution against the design specification based on relevant testing methods. iii. **outlines** how the solution could be improved. iv. **describes** the impact of the solution on the client/target audience, with guidance.	
3–4 Approaching	The scholar: i. **describes** a relevant testing method, which generates data, to measure the success of the solution. ii. **outlines** the success of the solution against the design specification based on relevant testing methods. iii. **lists** the ways in which the solution could be improved. iv. **outlines** the impact of the solution on the client/target audience.	
1–2 Developing	The scholar: i. **describes** a testing method, which is used to measure the success of the solution. ii. states the success of the solution.	
0 Unacceptable	The scholar does not reach a standard described by any of the descriptors below. Highly incomplete or not submitted.	

TEKS and Student Expectations for Unit 1

(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:

(B) demonstrate professional standards and personal qualities needed to be employable such as oral and written communication, leadership, teamwork, appreciation for diversity, conflict management, customer service, work ethic, and adaptability;

(2) The student applies English language arts in professional communications projects. The student is expected to:

(A) demonstrate use of content, technical concepts, and vocabulary;

(B) use correct grammar, punctuation, and terminology to write and edit documents;

(C) identify assumptions, purpose, outcomes, solutions, and propaganda techniques;

(D) compose and edit copy for a variety of written documents;

(E) evaluate oral and written information; and

(F) research topics for the preparation of oral and written communications.

(3) The student applies professional communications strategies. The student is expected to:

(A) adapt language for audience, purpose, situation, and intent;

(B) organize oral and written information;

(C) interpret and communicate information, data, and observations;

(D) deliver formal and informal presentations;

(E) apply active listening skills;

(F) develop and interpret tables, charts, and figures;

(4) The student understands and examines problem-solving methods. The student is expected to:

    (A) employ critical-thinking skills independently and in groups;

(5) The student uses technology applications and processes. The student is expected to:

    (A) use technology applications such as social media, email, Internet, writing and publishing, presentation, and spreadsheet or database applications for audio and video production projects; and

    (B) use processes such as personal information management, file management, and file sharing.

(7) The student applies safety regulations. The student is expected to:

    (A) implement personal and classroom safety rules and regulations; and

    (B) follow emergency procedures as needed.

(8) The student identifies and develops leadership characteristics. The student is expected to:

    (A) identify leadership characteristics

(9) The student applies ethical decision making and understands and complies with laws regarding use of technology in communications. The student is expected to:

    (A) exhibit ethical conduct;

    (B) discuss copyright laws in relation to fair use and duplication of materials;

    (C) analyze the impact of communications on society; and

    (D) understand and exhibit digital citizenship.

(10) The student applies technical skills for efficiency. The student is expected to:

    (A) employ planning and time-management skills to relate to professional communications; and

    (B) use technology to enhance productivity.

11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:

    (A) develop an understanding of the evolution of the arts, audio/video technology, and communications career field, including the history, foundation elements, principles, and communicative effects;

    (B) demonstrate knowledge of the communication process, including the characteristics of oral language, types and effects of nonverbal communication, effective nonverbal strategies such as a firm handshake, direct eye contact, and appropriate use of space and distance;

    (F) use appropriate interpersonal communication strategies in professional contexts, including using different types of professional communication and communication management skills and observing professional etiquette;

    (G) demonstrate knowledge of the interview process, including effective communication as interviewee and interviewer, and federal employment laws regarding interviews;

    (H) identify and use appropriate strategies for communicating with a variety of audiences;

    (K) research formal and informal professional presentations by analyzing the audience, occasion, purpose, and primary and secondary sources; determining specific topics for presentations; and evaluating sources using media literacy strategies such as recognizing bias, misinformation, untruths, and source credibility;

    (L) develop formal and informal professional presentations using effective strategies to organize presentations, using information to support points in presentations, preparing scripts or notes, using visual or auditory aids to enhance presentations, and providing credit for information sources;

    (M) conduct formal and informal professional presentations using effective verbal and nonverbal strategies to inform, persuade, or motivate an audience;

    (N) use appropriate techniques to manage communication apprehension and build self confidence;

(O) evaluate formal and informal professional presentations by participating in question-and answer sessions following presentations, applying critical-listening strategies, and evaluating the effectiveness of presentations, including self-evaluation;

(T) format digital information for appropriate and effective communication in a product by defining the purpose, identifying the intended audience, and using the principles of page design such as leading, kerning, automatic text flow into linked columns, widows, orphans, and text wrap;

(U) apply desktop publishing to create products using word processing programs, editing products, or drawing programs; design elements such as text, graphics, headlines, color, white space; typography concepts, including font size and style; and graphic design concepts such as contrast, alignment, repetition, and proximity;

(W) deliver digital products in a variety of appropriate media.

Stage 3 - Backwards Planning

Unit Overview

CTE Course Structures
5 Step Lesson Plan Structure: A Guide to Daily Lesson Planning
IB Command Terms

**Lessons are structured for 75 or 90 minute lessons. Campuses with 45 minute classes will complete a lesson over two class periods; a checkpoint has been provided.

Content Flow	Teaching/Learning Objectives	Key Points	Assessment/Product/Checkpoint
Lesson 1 **TEKS: 3ABCD** **Analysis & Inquiry**	**TWBAT:** lead a discussion regarding why the study of communication is important and how communication is adapted based on context and explain/demonstrate the rule of 3 in speech making. **SWBAT:** demonstrate analysis and inquiry by discussing how communication is important in today's society and providing examples of how they adapt communication based context and apply the principle of three to public speaking by interviewing and introducing a scholar partner to the class. **Resources:** Construction Paper or White printer Paper, clear tape, markers/crayons/colored pencils.	**Analysis & Inquiry** **Essential Question:** Why do we study communication? **Lesson:** (5 Step Lesson #1- New Material) Daily Slides PPT TECH TIP- convert to PDF and then post to Schoology; PDFs are easier to navigate. **Warm Welcome & Model Daily Slide as part of Do Now process and move to Do Now (5 minutes)** Instructional Notes: As classroom norms are set then scholars will enter and begin the Do Now unprompted. Scholars following classroom norms will be praised and celebrated and those not following norms will be redirected quietly to emphasize desired behaviors. **Do Now:** Select ONE color for the name tent. Create a Name Tent and select a positive word that describes	**Checkpoint:** Peer Interview **Assessment:** Written introduction using the rule of three.

Printed Interview sheets for each scholar. Do not complete this assignment on a computer template.
Why study Communication
Competent Communication
Morris-Brown, Helen. "The Psychology of Communicating Effectively in a Digital World
Rule of 3 Introductions

Notes:

DO NOW Instructional Notes: Give a time limit for color selection. As scholars move to tent making, DO NOT show them how to make it. This is a great test to see how scholars problem solve. Show them your name tent. Consider taking pictures and uploading to the daily slides for a larger class representation. Allow time for someone in the class to figure it out and begin sharing with others. As scholars create, check that they are following instructions, and use the time to learn interesting facts, such as why they selected their color, note which scholars are using images, words, and descriptions. These observations can be used to note creativity, language acquisition, and engagement. Pass out the Peer interview sheet during this time, so scholars can utilize the back of it for thoughts, answers to questions, notes etc. during class.

Activity Instructional Notes: Scholars must trade answering questions back and forth, as this is a timed activity. The idea is for scholars to have a guided flow of conversation based on the interview sheet, so some scholars may answer all the questions and some may get to

you that begins with the same letter sound as your first name. Example: Happy Jesus, Marvelous Miranda, Sweet Sally & Wise William. Write this on the side of the tent facing the front of the room. On the side of the name tent facing you (the scholar), decorate with pictures, words, and/or descriptions that express who you are and what you like.

Discussion: Scholars can use the back of the Peer Interview paper. Ask scholars to share their self expression items and why they chose them? What role does self expression have in communication? How do we communicate? How do we adapt communication? Why is it important to study communication?

Instructional Notes: Consider doing a Pair Share before beginning if the class is more quiet. Another suggestion is to use your observations to call on scholar volunteers to provide different answers. The goal of this line of questions is to connect the activity (current knowledge) and the IB concepts for the Unit. Key into underlined words in the questions and seek to move scholars from their personal context to that of the community and globally if possible. Depending on time, this process could be broken down into a collaborative activity with pairs or groups reporting their findings as well (Inside Out Circle or Think, Write, Round Robin); however, the ultimate goal should be whole class discussion and checks for understanding the IB concepts. This is also a great place to start a Unit 1 Word Wall. A scholar can volunteer to be the class logophile (lover of words) and document words that were new to the class or that had a new meaning for the class. Having a class Google Document template is a great way to have these word logs and make a quick electronic

five. Random partner selection works best for this activity. This is a great opportunity to celebrate different communication styles- some are brief and more to the point where others may like to telling stories etc. You can poll the audience to see how many questions partners completed and tie back into the previous discussion.

Independent Instructional Notes: During the writing, post the example for scholars to model on the board. If you feel that scholars need to use sentence stems rather than writing the full introduction out, adjust the Interview Sheet accordingly. Scholars may ask if they have to write exactly like the example- the answer is not, but they must include all of the required information and use formal language including sentence structure to the best of their ability. Put on a timer for the script writing or scholars will take forever choosing the items to share. Scholars must stand with their partner for both introductions. It is the teacher's choice whether this is presented at the front of class or where partners are seated- for time where they are seated works best. Scholars must use formal language like the example for the verbal introduction. If a scholar deviates, have them go back and do it properly. If they did not use the example as a guide, then verbally model and have them repeat after you. If there is extra time, it is fun for scholars to ask the teacher questions from the interview sheet

reference point for scholars and/or they can be placed on the word wall.

Activity: Peer Interviews
Scholars will use a provided interview sheet to interview their partner. Scholars will write their partner's answers on their own paper. This activity is timed. Scholars are NOT allowed to exchange sheets or just list their answers on the paper.

Independent Application: Once the time limit is expired, briefly discuss the "rule of three" in speech writing. Using the example introduction script on the interview sheet, scholars will select 3 things about their partner to share with the class **(5 minutes)**. Scholars will stand with their partner and use the format to stand and introduce their partner to the class **(25 minutes)**.

Closing: Have scholars recap by reviewing the rule of three and IB concepts. This is another great opportunity for Pair Share 30 seconds each, then a whole class discussion. Scholars check that they have a complete sentence using the sentence stems and turn in the interview paper with the written introduction of their partner as an exit ticket.

Instructor Notes: Scholars should know that a minimum of 3 points/reason is the standard for speaking. Scholars should be able to provide different ways people communicated (verbal/nonverbal), how self expression was demonstrated via communication, was communication adapted (typically observed if a scholar does not use the sentence stem of formal language) etc. Collect the name tents to use until scholar names are learned by everyone or until the seating chart (if used) is set up. If using a seating chart- utilizing the introduction time

	to mark where scholars are located on a chart is a time saver. **Scholar Facing Materials for Schoology** PDF version on the Daily Slides Interview Sheet		
Lesson 2 **TEKS** **7AB** **11A** **Analysis & Inquiry**	**Tech Skill Builder Day- Every 5 days have a Tech builder Day. Teachers should use the Tech Skill Builder Days on Wednesdays or Fridays only. Each teacher should determine with the assistance of their Coach, which day will work best for the campus and be consistent throughout the year.** **TWBAT** facilitate discussion and provide activities for scholars to investigate/develop lab norms as well as exploring potential career choices **SWBAT** demonstrate analysis and inquiry by participating in developing lab norms by demonstrating the design process by creating a poster, and conducting an Arts, Audio/Visual Technology & Communications Scavenger Hunt. **Resources**: My Next Move Career One Stop.	**Analysis & Inquiry** **Essential question(s)**: What are norms? Why are norms important in our space? What is Design? What is the Design Process? Why is it important to explore and communicate about careers at a young age? **Resources**: Career One Stop & My Next Move **Scholar Facing Materials for Schoology** Career Scavenger Hunt	**Checkpoint:** Site navigation **Assessment**: Daily Reflection- Example: Scholars will apply the rule of three from Day 1 by stating three interesting facts that they learned about the Arts, Audio/Visual Technology & Communication career cluster.
Lesson 3 **TEKS:** **(3) ABCDEF** **(10) AB**	**TWBAT** model how to utilize the MYP Design Cycle to identify a problem and research a solution and facilitate comparisons between Design and the writing process	**Analysis & Inquiry** **Essential question:** What is the IB MYP Design Process? How does the Design process parallel writing strategies? **Lesson**: Do Now: Access prior knowledge about Design cycle	**Checkpoint:** Analysis Activity **Assessment:** Design Criteria A ● i. explain and justify the need for a solution to a problem

| Project Launch Inquiry & Analysis | **SWBAT** utilize analysis and inquiry to design a personal presentation that applies professional communication strategies to meet or exceed expectations on the MYP Design rubric.

Resources:
Design Journal One Page Quick
Uplift MYP Resources, by L. Miranda
The Writing Revolution
Dweck, Carol S. *Mindset: The New Psychology of Success*. Random House, 2006.
Developing a Growth Mindset with Carol Dweck. You Tube. 9:38.
https://youtu.be/hiiEeMN7vbQ. Website. 5 May 2022. | Example: Provide a blank Design cycle and have groups fill in the segments. During discussion, scholars look at the writing process and make connections.
About Me Project Analysis
Inquiry: Who What When Where Why & How
Example:
Display/Handout the Summative Assessment GRASPS. At each table, scholars will familiarize themselves with the project outline. Answers to the above questions will be written on the anchor chart at each table/location. Choose 2-3 scholars to identify the main points of the project:

● What is the problem you are solving?
● What do you have to do/make to solve the problem?
● Who are you solving this problem for?
● Who will be impacted by this problem being solved?
● How does perspective influence collaboration and communication in this project?

Teachers will write down the answers on an anchor chart/whiteboard/Google Doc to be displayed
Scholars should write these answers in their design journals for Criteria A Strand i.

Criteria Checklist Development for on or above grade level rubric expectations

Closing: Scholars will identify research that they will need to complete the About Me Speech. | ● ii. construct a research plan, which states and prioritizes the primary and secondary research needed to develop a solution to the problem |

Lesson 4 TEKS 1B (8) A 11B Analysis & Inquiry	**TWBAT** demonstrate the power of words and its relation to intrapersonal communication through engaging activities and examples that incorporate the IB Character Traits **SWBAT** demonstrate an understanding and importance of intrapersonal communication using analysis and inquiry. **Resources:** What is an Acrostic poem? InterObservers in Communication Skills.	**Analysis & Inquiry** **Essential question:** What is intrapersonal communication? Why is positive intrapersonal communication important? How does one change from negative to positive self talk? What is an acrostic poem? **Lesson**: Discuss intrapersonal communication Create an acrostic name poem ● Decorate the poem ● One the back write one sentence explaining why each word was chosen	**Checkpoint:** Acrostic with words **Assessment:** Positive Acrostic Name Poem. Design Criteria A ● ii. construct a research plan, which states and prioritizes the primary and secondary research needed to develop a solution to the problem ● iii. analyze a group of similar products that inspire a solution to the problem
Lesson 5 TEKS 11N Analysis & Inquiry	**TWBAT** demonstrate and facilitate reflection of the IB Learner profiles and self, making connections to intrapersonal communication and the unit project to determines strengths and growth goals **SWBAT** demonstrate an understanding and the importance of intrapersonal communication by identifying, differentiating, applying & relating the IB Learner profiles to self through analysis and inquiry. **Resources:** Ib Learner Profile	**Analysis & Inquiry** **Essential question:** What role does intrapersonal communication have in becoming a competent communicator? What are the IB Learner Traits? What is a graphics organizer? What is a Bubble Map? **Lesson**: Activity: What are the IB Learner Traits? Who are examples of each trait? Each Group will receive an IB Learner Trait to investigate. They will identify an impactful human who exemplified the trait. Define the trait Who the person is What they were chosen How they exemplify the trait Scholars are encouraged to be creative, add pictures, graphics, colors, and way to know if they are or are not using that trait Scholar Self Analysis- Gallery Walk: Which traits are their strengths? Why? Which traits are areas of needed improvement? Why? Create a IB Learner Trait Bubble Map example	**Checkpoint:** Group Posters **Assessment:** IB Trait Bubble Map Design Criteria A ● ii. construct a research plan, which states and prioritizes the primary and secondary research needed to develop a solution to the problem ● iii. analyze a group of similar products that inspire a solution to the problem

| Lesson 6

TEKS
5AB
9ABCD

Analysis & Inquiry | **TWBAT** provide opportunities for scholars to investigate digital portfolio and the different types/uses, as well as assess the skills needed to create their own

SWBAT investigate different types of digital portfolios, determine the type of portfolio, and create the portfolio title page through analysis and inquiry.

Resources:
How to Portfolio
Using Google Sites
Google Portfolio Moodle
Documenting Learning Through Portfolios
Ultimate guide to student portfolios
Student E-Portfolios created with Google Sites! | **Analysis & Inquiry**
Technology Skill Day- Student Portfolios

Essential question: What are portfolios? How can a portfolio be utilized for communication? What should be included in a portfolio? What should be included in the portfolio title page and table of contents?
Lesson:
Portfolio Scavenger Hunt
Portfolio Selection
Title Page Creation | **Checkpoint:** Portfolio Navigation

Assessment: Creation with Title page and table of content page
Design Criteria A
● ii. construct a research plan, which states and prioritizes the primary and secondary research needed to develop a solution to the problem
● iii. analyze a group of similar products that inspire a solution to the problem
● |
| Lesson 7

TEKS
3ABCDEF
10AB

Analysis & Inquiry
Developing Ideas | **TWBAT** demonstrate and facilitate how identify design specifications and incorporate them into a concept design based on relevant research

SWBAT develop design ideas for a personal presentation that applies professional communication strategies to meet or exceed expectations on the MYP Design rubric.

Resources:
The Writing Revolution | **Analysis & Inquiry / Developing Ideas**

Essential question: How does the Design process parallel writing strategies?
Lesson:
Inquiry- How to write an informative speech? Scholars will research different resources, discuss, and the teacher will provide guidance out of research outcomes/rubric criteria.

Activity to generate ideas for the About Me
Project Analysis
Criteria Checklist Development for on or above grade level rubric expectations | **Checkpoint:** Analyze existing products
Parts of a Speech

Assessment: Design Criteria A
● iv. develop a design brief, which presents the analysis of relevant research. |

| Lesson 8

TEKS
2ABCDEF

Developing Ideas | **TWBAT** demonstrate and facilitate how identify design specifications and incorporate them into a concept design based on relevant research

SWBAT develop ideas for an informal professional presentations using effective strategies to organize presentations, using information to support points in presentations, preparing scripts or notes, using visual or auditory aids to enhance presentations, and providing credit for information sources.

Resources:
The Writing Revolution
Public Speaking and Presentation by Purdue Owl
Types of Outlines by Purdue Owl | **Developing Ideas**

Essential question: What are the elements of a presentation? How do I prepare for a presentation?
Lesson:
Brainstorming Methods
Types of Outlines
Speech Writing
Final Visual selected with justification
Peer and Teacher Rubric based Feedback | **Checkpoint:** Brainstorm

Developing Ideas: Design Criteria B
- i. develop a design specification which outlines the success criteria for the design of a solution based on the data
- collected
- ii. present a range of feasible design ideas, which can be correctly interpreted by others
- iii. present the chosen design and outline the reasons for its selection
- iv. develop accurate planning drawings/diagrams and outline requirements for the creation of the chosen solution. |
|---|---|---|---|
| Lesson 9

TEKS
11LO

Developing Ideas | **TWBAT** demonstrate and facilitate how identify design specifications and incorporate them into a concept design based on relevant research, specifically planning an introduction, body, and conclusion for speeches

SWBAT develop ideas for an informal professional presentations using effective strategies to organize presentations, using information to support points in presentations, preparing scripts or notes, using visual or auditory aids to enhance presentations, and providing credit for information sources.

Resources: | **Developing Ideas**

Essential question: What are the elements of a presentation? How do I prepare for a presentation?

Lesson:
Speech Writing
Final Visual selected with justification
Peer and Teacher Rubric based Feedback | **Checkpoint**: Creating a Product Written Speech rough draft
Assessment: Creating a Product- Written Speech final copy for Peer/Teacher feedback Criterion B Design Criteria B
- ii. present a range of feasible design ideas, which can be correctly interpreted by others
- iii. present the chosen design and outline the reasons for its selection
- iv. develop accurate planning drawings/diagrams and outline requirements for the creation of the chosen solution. |

	15 Graphic Organizers and How they Help Visualize Ideas.		
Lesson 10 **TEKS** **2EF** **3ABD** **5AB** **9A** **10AB** **11FHKLMN** **Creating a Solution**	**TWBAT** introduce the concept of communication apprehension/stage fright, show images of and videos discussing communication apprehension/stage fright, and facilitate a discussion about methods to reduce communication apprehension/stage fright. **SWBAT** understand communication apprehension/stage fright and begin to implement management techniques. **Goals:** Provide scholars with strategies to overcome communication apprehension **Resources:** **Power Point**, (U1 Day 8 7th grade Stage Fright) The science of stage fright (and how to overcome it) - Mikael Cho *All Anxiety is Not the Same.: Sources of Communication Apprehension*	**Creating a Solution** **Communication Apprehension/Stage Fright/Note taking** **Essential question:** What is communication apprehension? How does one manage communication apprehension? How does one take notes when reading a text? **Lesson**: DO NOW: (5 min) "Write down 3 things that you think you know about stage fright." Instructional Notes: Once students are finished writing their ideas, ask for a "risk-taker" (IB profile learner trait) to share their ideas. Take contributions from scholars as they are willing to share and briefly discuss and reinforce responses. Intro to New Material Time: 25 minutes: Use the PowerPoint to show some synonyms to "stage fright" and ask for discussion on why some of the synonyms are used. Once you go over the new vocabulary, check for understanding about why these other terms can be used, what do the terms suggest, do the vocab words suggest any physical signs of anxiety? Set up the YouTube video by asking if any of the scholars have experienced this type of anxiety and explore the physical nature of experiencing apprehension. Talk about some of the words in the video such as reputation, threats, fret, nuances, hypothalamus, perspective, auto-pilot, social anxiety, inevitable	**Checkpoint:** Note taking **Checkpoint:** Final revisions for Speech Criterion C **Assessment:** Overcoming Stage Fright exit ticket Design Criteria C ● i. construct a logical plan, which outlines the efficient use of time and resources, sufficient for peers to be able to follow to create the solution ● ii. demonstrate excellent technical skills when making the solution ● iii. follow the plan to create the solution, which functions as intended explain changes made to the chosen design and the plan when making the solution.

		After the video, debrief. What is a "threat reaction" and where does it come from? What is "fight or flight?" and how many species experience fight or flight? Who first tested the concept of flight or fight? And, where was he? Discuss "how" we experience fight or flight according to the concept in Darwin's diary, one's logic and brain are powerless against the imagined danger which have never been experienced. Conclusion: so we are always afraid of something we do not know or are we? Secretion of hormones causes a variety of physical responses that we cannot control. Instructional Notes: You can easily tie in IB content by using the IB Profile Learner Traits and descriptions for scholars, i.e., those who contribute that they have experienced physical signs (sweaty palms, faster heart rate, stomach pains, rapid breathing, etc) identify as "knowledgeable." Watch the video a few times before showing it so that you can pick out words to point out to your students) Talk about hormone secretion and growing up, common conditions that cause hormone secretions, adrenaline rushes, pregnancy, puberty, How is social anxiety different from other types of anxiety? Practice makes perfect What's the difference between "overcome" versus "adapt?" Discuss slides 3 and 4 in a problem-solution dynamic, "This is the problem, what are some solutions? NOTE-TAKING STRATEGIES FOR MIDDLE SCHOOLERS	

		Be sure to get at "note-taking" and writing something in advance to use as a guide when speaking. This adds confidence and security for the speaker. Discuss Note Taking Strategies (slides 5 and 6) Guided Practice (We Do) / Independent Practice (You Do) Students will practice taking notes while watching the videos. Once completed, do a Think, Pair, Share and have partners compare note taking strategies, what information did they write down, did they use a type of shorthand, did they use images instead of words? Exit Ticket: Write down 3 strategies to reduce stage fright. Write down why taking notes eases stage fright. NOTE-TAKING STRATEGIES FOR MIDDLE SCHOOLERS Discuss Note Taking Strategies Partner or Group Reading Comprehension main ideas & details: Read, mark, share & agree Discuss outcomes **Closing**: Scholar Facing Materials for Schoology: you could create a quick quiz on Schoology for an exit ticket	
Lesson 11 **TEKS:** **11MNO** **Creating a Product**	**Objective:** TSWBAT conduct a professional presentation using effective verbal and nonverbal strategies to inform About Me while using appropriate techniques to manage communication apprehension and build self confidence, as well as, evaluate About Me	**Creating a Solution** **Lesson**: Revising & editing based on Feedback Final Visual Flip Presentation Scholars will watch presentations	**Checkpoint:** Flip submission Criterion C **Assessment:** Flip Presentation Criterion C Design Criteria C ● iv. present the solution as a whole

	presentations applying critical-listening strategies, and evaluating the effectiveness of presentations, including self-evaluation. **Goals:** using digital media to communicate to others	Note: a fun activity is to build a Kahoot around scholar interesting facts from the Flip and then play.	
Lesson 12 **TEKS:** **11O** **Evaluation**	**Objective:** TSWBAT evaluate the About Me by participating in question-and answer sessions following presentations, applying critical-listening strategies, and evaluating the effectiveness of presentations, including self-evaluation. **Goals:** learning the value of reflecting and evaluation	**Evaluation** **Essential Questions:** How has competent communication been demonstrated throughout the unit? What goals can be made moving forward? **Lesson**: FlipGrid Peer Feedback Design Journal Summary for Analysis & Inquiry, Developing Ideas, Creating a Product & Evaluation/About Me Reflection	**Checkpoint:** Reflection Criterion D **Assessment:** Design Criteria D ● i. describe detailed and relevant testing methods, which generate accurate data, to measure the success of the solution ● ii. explain the success of the solution against the design specification ● iii. describe how the solution could be improved ● iv. describe the impact of the solution on the client/target audience.
Lesson 13 **TEKS:** **11TU** **Tech Skill Building**	**SWBAT** complete a typing diagnostic and log data outcomes in a spreadsheet, update the scholar portfolio, and participate in design challenges. **Goals:** spreadsheet **Essential question:** How does data tracking encourage growth mindset? Why is it important to maintain portfolio work as the semester progresses? What is the difference between a growth and fixed mindset? What is a goal? What is an action step?	**Technology/Design Challenge Day Skill Day** **Essential questions:** What is data? How does analyzing personal data impact growth? **Lesson**: Typing Diagnostic Typing Data Sheet & add to the portfolio Activity Growth Mindset- goals & actions steps Update portfolio	**Checkpoint:** data collection sheet set up **Assessment:** Typing diagnostic data tracking sheet or goals and action steps.

Lesson 14 **TEKS:** **5AB** **9ABCD** **Tech Skill Building**	**SWBAT** update their portfolio with work from Professional Communications and work from other courses. **Goals:** Importance of digital work representation **Resources:** How to Portfolio Using Google Sites Google Portfolio Moodle	**Technology/Design Challenge Skill Day** **Essential Questions:** What is an exemplar? How are portfolios used to communicate exemplary work? **Lesson:** Scholars will evaluate their Professional Communications work from Unit 1 and determine how it should be hi-lighted in the portfolio.	**Checkpoint:** Table of content update **Assessment:** Work added

Considerations for Special Populations

Accommodations	Accommodations may be in the form of more specific project guidelines, direct instruction regarding the levels of questions, extra time, and a one level grade curve for the MYP Rubric for the Performance Task. Scholars may present after school to the teacher, rather than in front of their peers to satisfy small group testing accommodations.
Modifications	Modifications may be in the form of more specific project guidelines, reduced requirements for the Performance Task, and as needed to satisfy the individual scholar's IEP.
ELL Supports	All EB Scholars will receive extended time for lengthy written assignments or projects (typically one day). They may also utilize direct instruction regarding levels of questions for the Design Journal. Scholars may also utilize the Google doc tool function for translating materials when needed. EB Scholars may present after school to the teacher rather than in front of their peers with the understanding that growth is expected to whole class presentations. ● Beginning EB Scholars may have the option to present in their home language, assuming interpretation services are available to score the content of the presentation. Beginning EB Scholars and Intermediate EB Scholars (at teacher discretion) may receive a one level curve on MYP Rubric for the Performance Task
Extension Options	Extension options can include further research in the Performance Task, being a peer reviewer for presentations to deepen understanding of presentation skills, and generally pushing themselves to reach the highest levels of the rubric.
College/Career Extension	Insert RTCC-driven materials here if applicable.

Teacher Resources

Citations_MYP Design Year 2 S1 Unit 1 Professional Communications

Vocabulary

IB and Me
Global Contexts
IB Learner Profiles
Design Cycle
Approaches to Learning
design brief
criteria
growth mindset
goals
action steps
graphic organizers
note taking

Communication
intrapersonal communication
interpersonal communication
small group communication
public speaking
mass communication

Five Communication Acts
feelings
social rituals
persuasive messages
imagination
information

Communication Competency
competent communicator
culture
workplace
workplace culture
volunteer
informal language
formal language
technical language
cultural language
gender-related language
slang

listening
hearing
mnemonic devices
verbal communication
nonverbal communication
stereotyping

Communication Model
communication
sender
context
feedback
receiver
message
method
interference
frame of reference