After reading/researching/listening/viewing your school and/or district policy on fundraising (texts), write/create/present a business letter addressed to your chapter president that identifies at least three fundraising options (product) for your next membership meeting of DECA or FBLA (audience) that provides a/an explanation/argument/narrative of each fundraising option and includes a forecast of estimated revenues and expenses (content) so that your members may debate options and make an official request seeking approval for at least one option to the school/district administration. (purpose/so what).

The following academic standard(s) are addressed through the performance task displayed above:

**Business and Information Technology**

**BC5.b.18.h:** Develop direct, indirect, and persuasive messages for appropriate situations.

**BC5.b.23.h:** Compose a business letter.

**AF2.b.9.h:** Forecast revenue and costs.

**Literacy Standards**

**Anchor Standard for Reading 2:** Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.

**Anchor Standard for Writing 2:** Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

**Anchor Standard for Writing 4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**Mathematical Practices**

Reason abstractly and quantitatively.

Construct viable arguments and critique the reasoning of others.

Use appropriate tools strategically.

Attend to precision.

**Other Content Standards Alignment**

*Now it’s your turn. Refer to your classroom activity that you brought with you today and attempt to capture the essence of your performance task in this sentence frame template.*

Remember to circle the portion of the sentence frame that connects to your task.

After reading/listening/viewing/researching \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (texts), write/create/present \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (product) for \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (audience) that provides an/a explanation/argument/narrative \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (content) so that \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (purpose/so what).

**Wisconsin Common Career Technical Standards**

**(Recommendation to start with alignment to a Standard within a Content Area. As time permits, instructors may consider further defining the standard to the Learning Priority and/or Performance Indicator level.)**

**\_\_\_\_\_\_\_\_\_\_\_\_\_: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Primary Standard)**

**\_\_\_\_\_\_\_\_\_\_\_\_\_: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Secondary Standard)**

**\_\_\_\_\_\_\_\_\_\_\_\_\_: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Business and Information Technology/Marketing, Management and Entrepreneurship Standards**

**(Recommendation to start with alignment to a Standard within a Content Area. As time permits, instructors may consider further defining the standard to the Learning Priority and/or Performance Indicator level.)**

**\_\_\_\_\_\_\_\_\_\_\_\_\_: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Primary Standard)**

**\_\_\_\_\_\_\_\_\_\_\_\_\_: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Secondary Standard)**

**\_\_\_\_\_\_\_\_\_\_\_\_\_: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Literacy Standards---See link to the ELA standards: you may need to follow up with your local ELA staff to further understand the ELA Standards and how they align to your performance task.**

**\_\_\_\_\_\_\_\_\_\_\_\_\_: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**\_\_\_\_\_\_\_\_\_\_\_\_\_: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Mathematical Practices---See link to the Mathematical Practices standards: you may need to follow up with your local Math staff to further understand the Mathematical Practices and how they align to your performance task.**

**\_\_\_\_\_\_\_\_\_\_\_\_\_: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**\_\_\_\_\_\_\_\_\_\_\_\_\_: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Other Content Area Standards (such as Environmental, Social Studies, Entrepreneurship, Personal Financial Literacy)**

**\_\_\_\_\_\_\_\_\_\_\_\_\_: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**\_\_\_\_\_\_\_\_\_\_\_\_\_: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**