COURSE TITLE: Business Communications

Course Description:
Business Communications focuses on how employees and management interact with each other and with groups and individuals outside the organization to reach organizational goals, objectives, and activities. This course emphasizes oral, written, and digital communication techniques, and content is designed to encourage exploration of business ethics, teamwork, conflict resolution, and leadership skills. Content standards require the use of presentation and word processing software to create business communications. Standards require proficiency in producing documents and multimedia presentations.

Potential Certifications/Credentials:
Adobe Certified Associate (ACA) – Photoshop / Dreamweaver / Premier Pro / InDesign / Illustrator, ASK Institute – Concepts of Entrepreneurship and Management, ASK Institute- Fundamental Marketing Concepts, Certiport – Entrepreneurship and Small Business (must hold concentrator status), IC3 Global Standard 6 (or higher), Certified Guest Service Professional, National Retail Federation – National Professional Certification in Customer Service and Sales
## Course Scope and Sequence

<table>
<thead>
<tr>
<th>Unit #</th>
<th>Unit Title</th>
<th>Estimated Hours</th>
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<td>1</td>
<td>Foundational Standards</td>
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<td>General Communication</td>
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<td>Oral Communication</td>
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<td>7</td>
<td>Career Opportunities</td>
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</tbody>
</table>
Unit Plans of Instruction

Foundational Standards

Supporting—will be taught throughout the course as needed for the unit.

F1. Incorporate safety procedures in handling, operating, and maintaining tools and machinery; handling materials; utilizing personal protective equipment; maintaining a safe work area; and handling hazardous materials and forces.

F2. Demonstrate effective workplace and employability skills, including communication, awareness of diversity, positive work ethic, problem-solving, time management, and teamwork.

F3. Explore the range of careers available in the field and investigate their educational requirements, and demonstrate job-seeking skills including resume-writing and interviewing.

F4. Advocate and practice safe, legal, responsible, and ethical use of information and technology tools specific to the industry pathway.

F5. Participate in a Career and Technical Student Organization (CTSO) to increase knowledge and skills and to enhance leadership and teamwork.

F6. Discuss and demonstrate ways to value diversity.
Unit 2 Title: General Communication

Content Standards
1. Describe the business communication process
   1a. Explain the differences between nonverbal and verbal communication, giving examples of each type
   1b. Identify organizational, physical, physiological, language, cultural, psychological, and technical barriers to communication
   1c. Demonstrate effective nonverbal communication skills

Unpacked Learning Objectives

Students know:
- The business communication process
- The differences between nonverbal and verbal communication, giving examples of each type
- Organizational, physical, physiological, language, cultural, psychological, and technical barriers to communication
- Nonverbal communication skills

Students are able to:
- Define the key terms/academic vocabulary associated with business communication
- Describe the business communication process
- Explain the differences between nonverbal and verbal communication, giving examples of each type
- Identify organizational, physical, physiological, language, cultural, psychological, and technical barriers to communication
- Demonstrate effective nonverbal communication skills

Students understand that:
- Strong communication skills are critical for all students no matter their career path.

<table>
<thead>
<tr>
<th>Unit Driving/Essential Question</th>
<th>What types of communication skills are needed in the workplace? What are the barriers to communication in the workplace?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exemplar High Quality Unit Task</td>
<td>Students will role-play with their peers to demonstrate effective nonverbal communication skills.</td>
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<td>---------------------------------</td>
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<tr>
<td>Describe the business communication process.</td>
<td>Formative Assessments: Teacher observes students discussing the business communication process Class discussions of business communication</td>
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<tr>
<td>Explain the differences between nonverbal and verbal communication, giving examples of each type.</td>
<td>Exit Slips/Quizzes assessing students understanding of business communication Summative Assessments: Students create products (infographics, presentations, posters) to demonstrate their understanding of the business communication process</td>
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<tr>
<td>Identify organizational, physical, physiological, language, cultural, psychological, and</td>
<td>Equipment, Technology &amp; Materials</td>
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</table>

**Equipment List by CTE Cluster**

*Tuesday; February 22, 2022*

**Link to Helpful Tech Tools**

*FBLA or DECA Competitive Events that allow students to demonstrate unit skills*
| technical barriers to communication. | End of unit exam assessing student understanding of the business communication process. | the barrier, provide a real-world scenario where the barrier may exist, and how to overcome this barrier. | ELA: Research, writing, speaking: Students will be paired in groups of 2-3. Student groups will then be assigned different scenarios when both verbal and non-verbal communication would be necessary. Examples of scenarios might include a face-to-face interview, a performance review, a disciplinary meeting, or the launch of a new proposal. Students will then work to write two scripts demonstrating the same scenario but the correct and incorrect wants that they should be handled. Scripts need to include both verbal interactions as well as nonverbal interactions. The goal is to demonstrate how all involved parties need to professionally and effectively communicate during the given scenarios. |
| Demonstrate effective nonverbal communication skills. | Students demonstrate effective nonverbal communication skills during planned classroom activities. | Students will present a 60-second extemporaneous speech to a peer. The peer will be tasked with demonstrating effective nonverbal communication skills while the other student is talking. | |
**Key Vocabulary**

- business communication
- nonverbal communication
- verbal communication
- visual communication
- communication barriers
- organizational barriers
- physical barriers
- physiological barriers
- language barriers
- cultural barriers
- technical barriers
- channel
- feedback
- interpersonal communication
- tone
- active listening
- passive listening

**Work-Based Learning, Simulated Work Experiences, and Experiential Learning:**

- Guest Speakers
- Field Trips
- Job Shadowing Opportunities
- Prepare for DECA or FBLA Competitive Events

**CTSO Connection:**

- DECA Competitive Events: Career Development Project, Entrepreneurship, Principles of Business Management and Administration

**Certification/Credential Connection:**

- Adobe Certified Associate (ACA) – Photoshop / Dreamweaver / Premier Pro / InDesign / Illustrator, ASK Institute
- Concepts of Entrepreneurship and Management, ASK Institute
- Fundamental Marketing Concepts, Certiport
- Entrepreneurship and Small Business (must hold concentrator status), IC3 Global Standard 6 (or higher)
- Certified Guest Service Professional, National Retail Federation
- National Professional Certification in Customer Service and Sales
Unit 3 Title: Oral Communication

Content Standards

2. Demonstrate effective oral communication skills.
   2a. Speak using correct pronunciation, enunciation, tone, and cadence.
   2b. Compare and contrast basic communication, interpersonal communication, organizational communication, and rhetorical communication.
   2c. Identify regional, international, and cultural differences in oral communication.
   2d. Plan and deliver an oral presentation based on individual or group research.
   2e. Identify ways in which audience and situation affect choices of style and tone.

3. Demonstrate proficient listening skills.
   3a. Follow oral directions by listening attentively, taking accurate notes, and asking questions.
   3b. Demonstrate business telephone techniques.
   3c. Demonstrate courtesy and respect for a speaker through attentive listening.

Unpacked Learning Objectives

Students know:
- Effective oral communication skills.
- Correct pronunciation, enunciation, tone, and cadence.
- Basic communication, interpersonal communication, organizational communication, and rhetorical communication.
- How to present an oral presentation with or without a group.
- Ways in which audience and situation affect choices of style and tone.
- Show proficiency in active listening skills.
- How to actively listen and take accurate notes, and ask questions.
- Business telephone techniques.
- Courtesy and respect for a speaker through attentive listening.

Students are able to:
- Define the key terms/academic vocabulary associated with oral communication skills.
- Identify ways in which audience and situation affect choices of style and tone.
- Identify regional, international, and cultural differences in oral communication.
- Compare and contrast basic communication, interpersonal communication, organizational communication, and rhetorical communication.
- Plan and deliver an oral presentation based on individual or group research.
- Demonstrate effective oral communication skills.
● Speak using correct pronunciation, enunciation, tone, and cadence.
● Define the key terms/academic vocabulary associated with listening skills.
● Discuss the difference between active and passive listening.
● Demonstrate proficient listening skills.
● Follow oral directions by listening attentively, taking accurate notes, and asking questions.
● Demonstrate business telephone techniques.
● Demonstrate courtesy and respect for a speaker through attentive listening.

Students understand that:
● Having strong oral communication skills is necessary for any profession.
● Active and passive listening skills are a critical part of communication.
● Listening skills are critical to any profession.

| Unit Driving/Essential Question | What oral communication skills are needed in the workplace?  
What are the steps in planning an effective oral presentation? |
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<tbody>
<tr>
<td>Exemplar High Quality Unit Task</td>
<td>Students will research, plan, and deliver an oral presentation based on a topic.</td>
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## Map of Student Learning by Learning Objective

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<tbody>
<tr>
<td>Demonstrate effective oral communication skills.</td>
<td>Formative Assessments Teacher observes students discussing the oral communication skills Class discussions of effective oral communication skills Exit Slips/Quizzes assessing students understanding of oral communication Summative Assessments Students create products (infographics, presentations, posters) to demonstrate their understanding of oral communication</td>
<td>On slips of paper, write down several simple tasks (i.e. making a peanut butter and jelly sandwich, preparing to study for an exam, sending a professional email, etc). Students will then create a short presentation demonstrating effective oral communication skills in order to teach how to complete their assigned task.</td>
<td>ELA: Research, Presentation--After watching several Ted Talks, the students will research and create a presentation of their own in the <a href="#">Ted Talk style</a>. Students should research a topic of their own interest, write and practice a speech following the <a href="#">guidelines for delivering an effective Ted Talk</a> and deliver their talk to an audience of their peers.</td>
<td>Interactive presentation software (i.e. <a href="#">PearDeck</a>, <a href="#">Quizziz</a>, <a href="#">NearPod</a>) for engaging students during discussions <a href="#">Canva</a> for creating infographics, posters, and slide decks/presentations. LMS discussion board, quizzes, and assessments <a href="#">FBLA</a> or <a href="#">DECA</a> Competitive Events that allow students to demonstrate unit skills</td>
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<tr>
<td>Speak using correct pronunciation, enunciation, tone, and cadence.</td>
<td>Students present an oral presentation using correct pronunciation, enunciation, tone, and cadence on a topic of their choice.</td>
<td>ELA: Research, Presentation--After watching several Ted Talks, the students will research and create a presentation of their own in the <a href="#">Ted Talk style</a>.</td>
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<tr>
<td>Activity</td>
<td>Description</td>
<td>Additional Information</td>
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<tr>
<td>End of unit exam</td>
<td>assessing student understanding of the business communication process. Students demonstrate effective oral communication skills during planned classroom activities.</td>
<td>Students should research a topic of their own interest, write and practice a speech following the guidelines for delivering an effective Ted Talk and deliver their talk to an audience of their peers.</td>
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<tr>
<td>Compare and contrast basic communication, interpersonal communication, organizational communication, and rhetorical communication.</td>
<td>Students create a poster/presentation comparing the various types of oral communication.</td>
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<tr>
<td>Identify regional, international, and cultural differences in oral communication.</td>
<td>Students are shown several clips from the movie <em>The Terminal</em>. Students will then create a discussion board post and identify the regional, international, and culture differences in the oral communication of the film.</td>
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<tr>
<td>Plan and deliver an oral presentation based on individual or group research.</td>
<td>Students are divided into groups and are tasked with researching a need in the community. Students will then plan and deliver a short presentation based on their research informing the class of the need in the community.</td>
<td>ELA: Research, Presentation--After watching several Ted Talks, the students will research and create a presentation of their own in the Ted Talk style. Students should research a topic of their own interest, write and practice a speech following the guidelines for</td>
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<td><strong>Identify ways in which audience and situation affect choices of style and tone.</strong></td>
<td>Students are provided a scenario as if they were a retail employee and tasked with helping a customer. Students will handle their provided scenario as best as they can. Students will then complete a discussion board identifying ways in which audience and situation affected choices of style and tone.</td>
<td>delivering an effective Ted Talk and deliver their talk to an audience of their peers.</td>
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<tr>
<td><strong>Demonstrate proficient listening skills.</strong></td>
<td>Students are led in a discussion of listening skills and provided examples of how they are used in a workplace setting</td>
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<td><strong>Follow oral directions by listening attentively, taking accurate notes, and asking questions.</strong></td>
<td>Students are broken into pairs and sit back-to-back. One student will be the “reader” and the other will be the “listener”. The reader will describe a picture using only words. The listener will then try to draw the image. After 2 minutes, the students will turn and face each other and look at the drawing together. Students will then discuss how important</td>
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<td><strong>Demonstrate business telephone techniques.</strong></td>
<td>Students are broken into pairs. Each pair is given scenarios where they will assume the role of a retail store employee and a customer. Each scenario will take place as if the conversations are taking place on the phone. Students will then take turns “talking” through each scenario. Students will then discuss how the listening skills they have discussed helped them in each scenario.</td>
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<td><strong>Demonstrate courtesy and respect for a speaker through attentive listening.</strong></td>
<td>Students role-play the importance of active listening skills by playing a “telephone” style game. After the activity, students complete a 3-2-1 exit slip or discussion board to discuss their learning.</td>
<td><strong>ELA: Listening, Evaluating:</strong> Students will actively listen to as well as evaluate the TedTalks of their peers. Some sample peer evaluation forms can be found at Course Hero with a free account. Another peer evaluation form is available from San Francisco State University.</td>
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</table>
Key Vocabulary

oral communication skills, pronunication, enunciation, tone, cadence, interpersonal communication, organizational communication, rhetorical communication, listening skills, active listening, passive listening, telephone etiquette, introduction

Work-Based Learning, Simulated Work Experiences, and Experiential Learning:

Guest Speakers
Field Trips
Job Shadowing Opportunities
Prepare for DECA or FBLA Competitive Events

CTSO Connection:

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Unit 4 Title: Written Communication

Content Standards
4. Demonstrate correct usage and mechanics in English, including sentence structure, punctuation, and grammar, to communicate clearly and concisely.
   4a. Compose sentences using the correct forms of commonly misused or misspelled words.
       Examples: accept/except, to/too/two, want/won’t, their/there/they’re

5. Utilize reading strategies to read efficiently, comprehend content, and retain information.
   5a. Select and utilize reading methods for a particular situation.
       Example: Use skim and scan techniques to preview a document, noting headings, topic sentences, vocabulary, words in bold print, titles, and questions within the text.
   5b. Read, follow, and create detailed written directions.
   5c. Describe the purpose of a particular message, identifying propaganda and biased, literal, inferential, or factual statements.

6. Produce effective written documents.
   6a. Explain the purpose of each step of the writing process: planning, drafting, revising, editing, publishing.
   6b. Use the writing process to produce emails and letters appropriate to task, purpose, and audience.
   6c. Format business documents, including business letters, emails, and reports.
   6d. Utilize design elements to enhance written communications.
       Examples: layout, illustrations, tables, graphs, charts

7. Compose an effective business report.
   7a. Use research and the writing process to plan, draft, revise, edit, and publish a business report.
   7b. Identify the parts of the business report, including title page, table of contents, abstract/executive summary, body (including introduction and conclusion), references, and appendices.
   7c. Compare and contrast analytical and informational reports and their appropriate uses.

Unpacked Learning Objectives
Students know:
- Usage and mechanics in English, including sentence structure, punctuation, and grammar, to communicate clearly and concisely.
- Correct forms of commonly misused or misspelled words.
- Reading strategies to read efficiently, comprehend content, and retain information.
- Reading methods for a particular situation.
- Know how to read, follow, and create detailed written directions.
● Purposes behind messages including propaganda and biased, literal, inferential, or factual statements.
● Effective written documents and communication.
● Steps of the writing process
● The writing process to produce emails and letters appropriate to task, purpose, and audience.
● Format of business documents, including business letters, emails, and reports.
● Design elements to enhance written communications.
● Business reports
● Research and writing process
● Parts of a business report
● Analytical and informational reports and their appropriate uses.

Students are able to:
● Define the key terms/academic vocabulary associated with Standard English
● Discuss language usage and mechanics.
● Discuss the elements of a grammatically correct sentence.
● Demonstrate correct usage and mechanics in English, including sentence structure, punctuation, and grammar, to communicate clearly and concisely.
● Compose sentences using the correct forms of commonly misused or misspelled words.
● Define the key terms/academic vocabulary associated with reading skills.
● Discuss reading strategies used to read efficiently, comprehend content, and retain information.
● Describe the purpose of a particular message, identifying propaganda and biased, literal, inferential, or factual statements.
● Select and utilize reading methods for a particular situation.
● Read, follow, and create detailed written directions.
● Utilize reading strategies to read efficiently, comprehend content, and retain information.
● Define the key terms/academic vocabulary associated with written communication.
● List the steps in the writing process.
● Discuss the types of written documents that are used in the workplace.
● Discuss the differences between MLA and APA Writing Style.
● Explain the purpose of each step of the writing process: planning, drafting, revising, editing, publishing.
● Utilize design elements to enhance written communications.
● Use the writing process to produce emails and letters appropriate to task, purpose, and audience.
● Produce effective written documents.
● Format business documents, including business letters, emails, and reports.
● Define the key terms/academic vocabulary associated with creating business reports.
● Identify the parts of the business report, including title page, table of contents, abstract/executive summary, body (including introduction and conclusion), references, and appendices.
● Compare and contrast analytical and informational reports and their appropriate uses.
● Use research and the writing process to plan, draft, revise, edit, and publish a business report.
Compose an effective business report.

**Students understand that:**
- The ability to write clearly, concisely, and correctly is a skill needed for any profession.
- The ability to read for information and comprehend and retail information is a skill needed for any profession.
- The ability to produce effective written documents is a skill needed for any profession.
- The writing process is applicable to a wide variety of careers and isn’t specifically used when writing a business report.

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<thead>
<tr>
<th>Unit Driving/Essential Question</th>
<th>What written communication skills are used in the workplace?</th>
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<tbody>
<tr>
<td>Exemplar High Quality Unit Task</td>
<td>Students will demonstrate effective written communication skills by creating workplace documents such as emails and business reports.</td>
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<tr>
<td><strong>SWBAT</strong></td>
<td>Formative  Summative</td>
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<tr>
<td><strong>Map of Student Learning by Learning Objective</strong></td>
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</tbody>
</table>
| **Demonstrate correct usage and mechanics in English, including sentence structure, punctuation, and grammar, to communicate clearly and concisely.** | - Formative Assessments: Teacher observes students discussing spelling and grammar use in written communication  
- Class discussions of spelling and grammar use in written communication  
- Exit Slips/Quizzes assessing students understanding of spelling and grammar use in written communication  
- Summative Assessments: Students create products (infographics, presentations, posters) to demonstrate student understanding of spelling | - Students are given examples of written communication used in the workplace (e-mails, memos, fax) that have multiple spelling/grammar errors. Students will find and correct the spelling/grammatical errors. | - ELA: Research, Writing: Students will research their dream job and create a resume and cover letter using a prepared template from sources such as Visual CV. Students will evaluate resume and cover letter samples from Visual CV. Students will create an interview follow-up letter. After checking their work for appropriate use of grammar and mechanics, students will create a digital library of all three items using Google Sites. (See LiveBinder Assignment below) | - Interactive presentation software (i.e. PearDeck, Quizziz, NearPod) for engaging students during discussions  
- Canva for creating infographics, posters, and slide decks/presentations  
- LMS discussion board, quizzes, and assessments  
- FBLA or DECA Competitive Events that allow students to demonstrate unit skills |
| **Compose sentences using the correct forms of commonly misused or** |                             |                             |                                                                                                |                                  |
| Misspelled words. and grammar used in written communication. End of unit exam assessing student understanding of spelling and grammar use in written communication Students demonstrate spelling and grammar use in written communication during planned classroom activities. | professional email. Students will then partner with another student. Students will proofread their partner’s email and make corrections (if any). Students will then turn-and-talk with their partner and discuss the errors they found. The student will then re-write their email using the feedback from their peers. | Utilize reading strategies to read efficiently, comprehend content, and retain information. Students are given several business documents (emails, fax, memo) that discuss various business scenarios. Students will read each of the documents and then take a short multiple-choice test asking for information that was contained in the documents. The students will review their answers in whole group discussion to see how well they were able to utilize reading strategies. | ELA: Research, Reading, Writing: Students will use the Alabama Virtual Library to locate peer-reviewed articles on The Journal of Business Communications. After reading and annotating the journal, students will complete an annotated bibliography worksheet detailing the important components of the article and what is needed in the research process. | Select and utilize reading methods for a particular situation. Students are given several business documents (emails, fax, memo) that discuss various business scenarios. Students will read each of the documents and then take a
<table>
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<tr>
<th><strong>Read, follow, and create detailed written directions.</strong></th>
<th>short multiple-choice test asking for information that was contained in the documents. The students will review their answers in whole group discussion to see how well they were able to utilize reading strategies.</th>
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<tr>
<td><strong>Describe the purpose of a particular message, identifying propaganda and biased, literal, inferential, or factual appropriate uses statements.</strong></td>
<td>Students are secretly given a notecard with a simple task written on it (skipping, playing hop-scotch, drawing a star, etc.). Students will then create detailed written directions instructing their peers on how to complete this task. Students will then give their directions to a peer without telling them the task. The students will read and follow the detailed written directions. After both students have completed their tasks they will discuss how well the other student wrote their directions and provide peer feedback when appropriate.</td>
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<td>Students are provided several written messages and must identify the purpose of the message.</td>
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<td>Produce effective written documents.</td>
<td>ELA: Research, Writing: Students will create a digital portfolio of their learning using LiveBinder. Each student will be required to have an introduction page containing a photograph and a brief overview of themselves. The <a href="#">LiveBinder</a> will then have the following tabs containing the indicated documents created by the student: resume, cover letter, follow-up interview email, sample business letter, business report, analysis of sample business report, and conflict-resolution script. Students will be able to share the link to their LiveBinder to their teachers and potential future employers.</td>
<td>Explain the purpose of each step of the writing process: planning, drafting, revising, editing, publishing.</td>
</tr>
<tr>
<td><strong>Use the writing process to produce emails and letters appropriate to task, purpose, and audience.</strong></td>
<td>Students are given a slip of paper with a task, purpose, and audience listed (i.e. Send an email to a potential 5K sponsor asking for donations to this year’s FBLA March of Dimes race). Students will then use the writing process to produce their document given their task, purpose, and audience.</td>
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<tr>
<td><strong>Format business documents, including business letters, emails, and reports.</strong></td>
<td>Students are given samples of text from business documents. Students will then take the text and format the text appropriately.</td>
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<td><strong>Utilize design elements to enhance written communications.</strong></td>
<td>Students are given a brochure for a new product that will be launching in the fall. The brochure should be on white paper with a simple font. Students are tasked with utilizing design elements to enhance the brochure. The goal is for the student to create a brochure that will grab the attention of customers. After the students have finished revising the brochure, they will print the brochure and place it on their desk. Students will then perform a gallery walk.</td>
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</table>
| **Compose an effective business report.** | **Students will complete an infographic or poster illustrating their understanding of the writing process. Students practice writing business documents including:**  
| Business Letters  
| Emails | **ELA:** Research, Writing, Proofreading, Editing: Students will evaluate sample business reports and then work to develop a fictional company that provides a product or service that students might need. Ideas might include a backpack cleaning and organization service, or a coffee truck for the student parking lot. Students will then create a business report using an [online template](#). Students’ business reports should include: title page, table of contents, mission statement, keys to success, company’s summary with company’s logo, company background, overview, product or service, marketing plan, etc. (See [link](#) for components needed as well as explanations.) |
| Use research and the writing process to plan, draft, revise, edit, and publish a business report. | Students will choose a local business. Students will then research and use the writing process to plan, draft, revise, edit, and publish a business report discussing the impact of the business on the community. |  |
| Identify the parts of the business report, including title page, table of contents, abstract/executive summary, body (including introduction and conclusion), references, and appendices. | Students are provided with real-world business reports that have been cut into different sections. Students are then tasked with analyzing each piece of the business report and must put the report back together. |  |
| Compare and contrast analytical and informational reports and their appropriate uses. | Students are tasked with locating a business report online. Students will then identify whether the report is analytical or informational. Students will then compare and contrast analytical and informational reports and their appropriate uses. |  |
Key Vocabulary

- language usage
- language mechanics
- sentence structure
- punctuation
- grammar

Work-Based Learning, Simulated Work Experiences, and Experiential Learning:

- Guest Speakers
- Field Trips
- Job Shadowing Opportunities
- Prepare for DECA or FBLA Competitive Events

CTSO Connection:

- DECA Competitive Events: Career Development Project, Entrepreneurship, Principles of Business Management and Administration

Certification/Credential Connection:

- Adobe Certified Associate (ACA) – Photoshop / Dreamweaver / Premier Pro / InDesign / Illustrator, ASK Institute – Concepts of Entrepreneurship and Management, ASK Institute- Fundamental Marketing Concepts, Certiport – Entrepreneurship and Small Business (must hold concentrator status), IC3 Global Standard 6 (or higher), Certified Guest Service Professional, National Retail Federation – National Professional Certification in Customer Service and Sales
Unit 5 Title: Human Relations

Content Standards

8. Apply communication skills in varied professional roles
   8a. Demonstrate steps of a conflict-resolution process
   8b. Describe effective leadership skills
   8c. Explain the stages of team development, indicating the procedures involved in each stage
   8d. Explain ethics and integrity as they relate to business communication

Unpacked Learning Objectives

Students know:
- Basics of communication skills
- Conflict Resolution Process
- Leadership Skills
- Stages of Team Development
- Ethics in Business Communication
- Integrity in Business Communication

Students are able to:
- Define the key terms/academic vocabulary associated with communication skills.
- Identify types of communication.
- Describe barriers to effective communication.
- Describe listening skills.
- Apply communication skills in varied professional roles
- List the steps in the conflict-resolution process.
- Identify situations in the workplace where conflict-resolution skills may be needed.
- Demonstrate steps of a conflict-resolution process.
- Define the key terms/academic vocabulary associated with leadership skills.
- Describe effective leadership skills.
- Define the key terms/academic vocabulary associated with the stages of team development.
- List the five stages of team development.
- Explain the stages of team development, indicating the procedures involved in each stage.
- Define the key terms/academic vocabulary associated with ethics and integrity in business communication.
- Discuss ethical issues that could arise in business communication.
- Compare and contrast slander and libel.
- Explain ethics and integrity as they relate to business communication.

**Students understand that:**
- Communication skills are transferable to any career path.
- Conflict-resolution skills are not just used in the workplace but can be used in their personal lives as well.
- Leadership skills are skills that can be acquired.
- Leadership skills can be applied to many different careers.
- Effective teams go through various stages of development.
- Ethics and integrity play a vital role in business communication.

<table>
<thead>
<tr>
<th>Unit Driving/Essential Question</th>
<th>What human relations skills are needed in the workplace?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exemplar High Quality Unit Task</td>
<td>Students will work together with their peers to demonstrate conflict-resolution and leadership skills.</td>
</tr>
</tbody>
</table>
## Map of Student Learning by Learning Objective

<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td><strong>Apply communication skills in varied professional roles</strong></td>
<td>Formative Assessments: Teacher observes students discussing communication skills used by professionals in the workplace</td>
<td>Students are led in a discussion on communication skills used by professionals in the workplace</td>
<td>ELA: See below.</td>
<td>Interactive presentation software (i.e. PearDeck, Quizziz, NearPod) for engaging students during discussions</td>
</tr>
<tr>
<td></td>
<td>Class discussions of communication skills used by professionals in the workplace</td>
<td>Students will research a professional career of their choice. Students will then list the communication skills needed to be successful in this position. Students are given a basic business scenario and must respond using the communication skills discussed.</td>
<td></td>
<td>Canva for creating infographics, posters, and slide decks/presentations</td>
</tr>
<tr>
<td></td>
<td>Exit Slips/Quizzes assessing students understanding of communication skills used by professionals in the workplace</td>
<td></td>
<td></td>
<td>LMS discussion board, quizzes, and assessments</td>
</tr>
<tr>
<td><strong>Demonstrate steps of a conflict-resolution process</strong></td>
<td>Summative Assessments: Students create products (infographics, presentations, posters) to</td>
<td>Students are led in a discussion on the conflict-resolution process</td>
<td>ELA: Writing, Presenting: Students will draw a scenario that depicts something that presents a conflict in the workplace. In</td>
<td>FBLA or DECA Competitive Events that allow students to demonstrate unit skills</td>
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</tbody>
</table>
Demonstrate student understanding of communication skills used by professionals in the workplace

End of unit exam assessing student understanding of communication skills used by professionals in the workplace

Students demonstrate communication skills used by professionals in the workplace during planned classroom activities.

Students will complete an infographic or poster illustrating the steps of the conflict-resolution process

Students are grouped and provided a real-world example of conflict in the workplace. Students take turns role-playing and demonstrating the steps in the conflict-resolution process.

Students are grouped and provided a real-world example of conflict in the workplace. Students take turns role-playing and demonstrating the steps in the conflict-resolution process.

Groups of 3-4, students will write a script for those involved in the incident, the supervisor and a representative from Human Resources. Students will then perform their scripts demonstrating how they utilized conflict resolution skills, interpersonal communication skills, and the steps in the conflict resolution process. Students will use communication appropriate in the workplace as well as the appropriate, professional reactions from the employees involved. Students will then put their scripts in their LiveBinder.

Describe effective leadership skills

Students are led in a discussion on effective leadership skills

Students choose a leader (entrepreneur, CEO, celebrity, athlete/coach, etc) and research their career. Students will then create an infographic or poster illustrating the leadership skills that their chosen leader possesses.

See Above.
| Explain the stages of team development, indicating the procedures involved in each stage | Students are led in a discussion on the stages of team development and what procedures are involved in each step. Students will complete an infographic or poster illustrating their understanding of the stages of team development. | ELA: Research, Writing, Presentation: Students will use Sutori to create a timeline explaining the stages of team development as well as the procedures involved in each stage. Students must include a visual that demonstrates the progression of the stages for each step in the process. Students need to integrate at least one video relating to team development as well as five multiple choice questions to gauge the understanding of their audience regarding the information presented. |
| Explain ethics and integrity as they relate to business communication | Students are led in a discussion on ethics and integrity as they relate to business communication. Students are broken into pairs. Students are provided several examples of business documents that contain several ethical issues (email disclosing customer data, business letter accepting a bribe, false advertisement in a social media ad, etc.) | ELA: Research, Writing, Presenting: Students will conduct research to find a real-world example of a violation of ethics or integrity in business. They will then write a summary of the situation as well as how the issue could relate to business communication and how it could have been avoided. Students will share their issues with the class. |
|   |   | Students will highlight the text in the business document that could be viewed as unethical. Students will explain why they feel the text is unethical or could affect the integrity of the business with their peers. Together, students will rewrite the document and revise the unethical text. |   |   |
Key Vocabulary

communication skills, communication process, sender, message, channel, receiver, translation, feedback, interpersonal communication, small-group communication, public communication, jargon, barrier, listening, active listening, passive listening, emotional intelligence, active reading, conflict resolution process, leadership skills, soft skills, professionalism, work ethic, adaptability, etiquette, time management, work-life balance, problem solving, critical thinking, stress management, stages of team development, feelings, behaviors, team tasks, forming, storming, norming, performing, termination/ending, ethics, integrity, values, honestly, plagiarism, slander, libel

Work-Based Learning, Simulated Work Experiences, and Experiential Learning:

Guest Speakers
Field Trips
Job Shadowing Opportunities
Prepare for DECA or FBLA Competitive Events

CTSO Connection:

DECA Competitive Events: Career Development Project, Entrepreneurship, Principles of Business Management and Administration

Certification/Credential Connection:

Adobe Certified Associate (ACA) – Photoshop / Dreamweaver / Premier Pro / InDesign / Illustrator, ASK Institute – Concepts of Entrepreneurship and Management, ASK Institute- Fundamental Marketing Concepts, Certiport – Entrepreneurship and Small Business (must hold concentrator status), IC3 Global Standard 6 (or higher), Certified Guest Service Professional, National Retail Federation – National Professional Certification in Customer Service and Sales
Unit 6 Title: Digital Technology

Content Standards
9. Use technology to enhance the effectiveness of communication
   9a. Utilize basic software applications
   9b. Refine and enhance documents as needed using spell check, thesaurus, grammar check, layout, design, and graphics

10. Demonstrate proficiency in word processing software to create, edit, and publish professional business documents
    10a. Share and maintain documents by configuring options, restricting access to a document, and adding and modifying templates in an existing document
    10b. Format content of a document by applying advanced font and paragraph attributes, creating tables and charts, constructing reusable content, and linking sections
    10c. Track and reference documents by reviewing, comparing, and combining documents, creating a reference page, and creating an index

Unpacked Learning Objectives

Students know:
- Technology used in Communication
- Software applications
- How to use spell check, thesaurus, grammar check, layout, design, and graphic tools in software applications
- Basic Word Processing Skills
- Configuring options, restricting access, and working with templates in software applications
- Font and character formatting, tables, charts, and linking sections in software applications.
- Reviewing, comparing, combining documents, creating reference pages, and creating indexes in software applications.

Students are able to:
- Identify technology tools that are used to enhance the effectiveness of communication.
- Use technology to enhance the effectiveness of communication.
- Identify basic software applications.
- Utilize basic software applications.
- Identify tools within a software application to enhance a document's spelling and grammar.
- Identify tools within a software application to enhance a document's layout, design, and graphics.
- Refine and enhance documents as needed using spell check, thesaurus, grammar check, layout, design, and graphics.
- Create a professional business document in a word processing software.
- Edit a professional business document in a processing software by changing character and paragraph styles.
- Publish a professional business document in a word processing software.
Define document restrictions or permissions.
Define document templates.
Discuss when you might need to add permissions or restrictions to a document.
Discuss why templates might be used when creating documents.
Share and maintain documents by configuring options, restricting access to a document, and adding and modifying templates in an existing document.
Identify advanced font attributes.
Identify advanced paragraph attributes.
Discuss ways to display data in a word processing software.
Discuss how constructing reusable content might increase efficiency in the workplace.
Discuss why you might want to link sections of a document.
Format content of a document by applying advanced font and paragraph attributes, creating tables and charts, constructing reusable content, and linking sections.
Define the reviewing, comparing, and combining documents feature in a word processor.
Discuss why you might need to use the reviewing, comparing, and combining documents feature in a word processor.
Discuss how a reference page might be used in a word processor.
Discuss how a Table of Contents might be used in a word processor.
Discuss how paragraph styles and formatting are used to create an index or a Table of Contents.
Track and reference documents by reviewing, comparing, and combining documents, creating a reference page, and creating an index.

Students understand that:
Technology has enhanced the effectiveness of business communication.
Basic software applications are used in a wide-range of careers.
Software applications have built in tools to help correct spelling and grammar errors.
Software applications have built in tools to help create a document including layout, design, and graphics.
Creating, editing, and publishing professional business documents is used in a wide variety of careers.
Editing a document's restrictions or permissions is needed to keep documents secure.
Using templates when creating documents is a way to save time but to also ensure that workplace documents have a similar format.
Using advanced font attributes and paragraph attributes, tables, charts, and linked sections will create a finished, professionally formatted document.
Advanced word processing tools such as a reference page, index, or table of contents are often used in professional business documents.
Managing multiple versions of a word processing document is often used in a variety of careers.

<table>
<thead>
<tr>
<th>Unit Driving/Essential Question</th>
<th>What basic word process, presentation, and spreadsheet application skills are needed in the workplace?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exemplar High Quality Unit Task</td>
<td>Students will create several workplace documents using basic and advanced features.</td>
</tr>
</tbody>
</table>
## Map of Student Learning by Learning Objective

|----------------------------------|--------------------------------------------------------|------------------------------|---------------------------------------------------------------------------------|----------------------------------|
| **Use technology to enhance the effectiveness of communication.** | Formative Assessments: Teacher observes students discussing the basic software applications used in the workplace  
Class discussions of basic software applications used in the workplace  
Exit Slips/Quizzes assessing students understanding of basic software applications used in the workplace | Students are led in a discussion on how technology is used to enhance effectiveness of communication in the workplace.  
Students will complete an infographic or poster illustrating the basic software applications used in the workplace |  | Interactive presentation software (i.e. PearDeck, Quizziz, NearPod) for engaging students during discussions  
Canva or other software for creating infographics, posters, and slide decks/presentations  
LMS discussion board, quizzes, and assessments  
FBLA or DECA Competitive Events that allow students to demonstrate unit skills  
GCFGlobal Word 2016 Lesson Plan Library |
| **Utilize basic software applications.** | | | | |
| **Refine and enhance documents as needed using spell check,** | | | | |
| Demonstrate proficiency in word processing software to create, edit, and publish professional business documents. | End of unit exam assessing student understanding of basic software applications used in the workplace | multiple spelling/grammatical errors. Using the spell check, thesaurus, and grammar check features students will refine and enhance the document. | University of North Carolina at Chapel Hill Microsoft Word Lesson Plans:  
Basic  
Advanced  

| Share and maintain documents by configuring options, restricting access to a document, and adding and modifying templates in an existing document. | Students create professional business documents using basic software applications during planned classroom activities. | Students will complete Microsoft Word Basics Flier Activity in the Work Basics Lesson Plan Four [document]. Students will then save their file as a .pdf and publish/share the file based on your preferences. | ELA: Writing, Revision: Students will use Screencastify to video and narrate directions in setting up documents in correct formats and using available spelling and grammar editing technology to ensure the readability of professional documents.  

| Format content of a document by applying advanced font and paragraph attributes, creating tables and charts, constructing reusable content, and linking sections. | Students will complete Lesson 27 in the GCFGlobal Word Lesson Plan library. Students will work to share and maintain a document by restricting access to a document, and adding and modifying templates in an existing document. | Students will format content in a document through the following activities from GCFGlobal: Advanced Font and Paragraph Attributes Creating [Tables] and [Charts] |  

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Alabama State Department of Education, Career and Technical Education/Workforce Development, Plans of Instruction  
Updated as of Sep 16, 2022
| Track and reference documents by reviewing, comparing, and combining documents, creating a reference page, and creating an index. | Students will complete the following lesson plan to track and reference documents by reviewing, comparing, and combining documents, creating a reference page, and creating an index. |  |
Key Vocabulary
E-mail, instant messaging, video conferencing technology, social media, websites, digital calendar word processor, presentation spreadsheet, Word, PowerPoint, Excel, Google docs, Google slides, Google sheets

Work-Based Learning, Simulated Work Experiences, and Experiential Learning:
Guest Speakers
Field Trips
Job Shadowing Opportunities
Prepare for DECA or FBLA Competitive Events

CTSO Connection:
DECA Competitive Events: Career Development Project, Entrepreneurship, Principles of Business Management and Administration

Certification/Credential Connection:
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Unit 7 Title: Career Opportunities

Content Standards
14. Demonstrate communication skills needed to gain and keep employment.
   14b. Create an employment portfolio.
   14c. Describe and demonstrate the application and interview process for employment.
   14d. List the communication skills needed to maintain employment.

Unpacked Learning Objectives

Students know:
- Employment Process
- Job Interview Process
- Communication Skills
- Portfolio

Students are able to:
- Define the employment process

Students understand:
- Students understand that there is a process to research, apply, and interview for a job.
- Students understand that being able to successfully complete an employment portfolio is essential for any career.

<table>
<thead>
<tr>
<th>Unit Driving/Essential Question</th>
<th>What are the steps in the job application and interview process?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exemplar High Quality Unit Task</td>
<td>Students will create an employment portfolio (cover letter and resume) and participate in mock interviews.</td>
</tr>
</tbody>
</table>
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<tbody>
<tr>
<td>SWBAT</td>
<td>Formative/Summative</td>
<td>Learning Activity Checklist</td>
<td>Link to Differentiation Examples</td>
<td>Equipment List by CTE Cluster</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Link to Helpful Tech Tools</td>
</tr>
<tr>
<td>Demonstrate communication skills needed to gain or keep employment.</td>
<td>Formative Assessments: Teacher observes students discussing the employment process</td>
<td>Students are presented with a communication skills checklist at the beginning of the unit. Students will check daily to see that they are routinely demonstrating the communication skills throughout the unit. At the end of the unit, students will complete a discussion board post assessing how well they were able to demonstrate the communication skills.</td>
<td></td>
<td>Interactive presentation software (i.e. PearDeck, Quizziz, NearPod) for engaging students during discussions</td>
</tr>
<tr>
<td>Research job search strategies and sources for job placement.</td>
<td>Class discussions of the employment process</td>
<td>Using the CareerOneStop website, students will research a job description for a career that interests them. Students will then create a fictional job posting for a website such as LinkedIn where they will</td>
<td></td>
<td>Canva or other software for creating infographics, posters, and slide decks/presentations</td>
</tr>
<tr>
<td></td>
<td>Exit Slips/Quizzes assessing students understanding of the employment process</td>
<td>End of unit exam assessing student understanding of the employment process</td>
<td></td>
<td>LMS discussion board, quizzes, and assessments</td>
</tr>
<tr>
<td></td>
<td>Summative Assessments: Students practice implementing the employment process</td>
<td></td>
<td></td>
<td>FBLA or DECA Competitive Events that allow students to demonstrate unit skills</td>
</tr>
<tr>
<td>Create an employment portfolio.</td>
<td>summarize a job in their chosen career path.</td>
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<tr>
<td>Students will use the career they have previously researched to create an employment portfolio including a:</td>
<td>Students will use the career they have previously researched to create an employment portfolio including a:</td>
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<tr>
<td>● Cover Letter</td>
<td>● Cover Letter</td>
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<tr>
<td>● Resume</td>
<td>● Resume</td>
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<tr>
<td>● Work Sample (if applicable)</td>
<td>● Work Sample (if applicable)</td>
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<tr>
<td>Describe and demonstrate the application and interview process for employment.</td>
<td>Students are led in a discussion of the application and interview process for employment.</td>
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<tr>
<td>Students will complete mock interviews with their peers. Students will take turns as the interviewer and the interviewee. Students will then provide feedback to each other on their ability to demonstrate job interview skills.</td>
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<tr>
<td>List the communication skills needed to maintain employment.</td>
<td>Students will create an infographic, poster, podcast, or multimedia presentation describing the communication skills needed to maintain employment.</td>
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</tr>
<tr>
<td>Students will create an infographic, poster, podcast, or multimedia presentation describing the communication skills needed to maintain employment.</td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>
Key Vocabulary

communication skills, employment portfolio, reference letter, résumé, cover letter, job application, interview process

Work-Based Learning, Simulated Work Experiences, and Experiential Learning:

| Guest Speakers |
| Field Trips |
| Job Shadowing Opportunities |
| Prepare for DECA or FBLA Competitive Events |

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