

Business Communications

Course Description

Students will utilize computer applications, reading, writing, listening and speaking skills to communicate in a clear, concise language in a business setting. Students will learn to apply functional and flexible communication skills within an expanding business environment constantly affected by international, ethical, and diversity needs. Technology will be integrated into the course to enhance written and verbal communication and promote a global business landscape.

Course Goals

1. Students will have thorough understanding of utilizing various computer applications including word processing, spreadsheets and presentation tools to effectively communicate in a business environment.
2. Students will utilize the immense power of technology to prepare, organize and deliver information pertinent to an office environment.
3. Students will gain a valuable understanding of reading, writing, listening and speaking to effectively communicate in the workplace.
4. Students will begin to identify and create Digital Literacy skills for effective and efficient communication skills.
5. Demonstrate that they are skillful communicators and that they have the interpersonal listening and speaking skills necessary in both independent and collaborative situations.
6. Strengthen reading and analytical skills by studying inductive and deductive strategies as well as comparing effective and ineffective business documents.
7. Develop problem solving and critical thinking skills by analyzing business problems, resulting in functional business documents, memoranda, letters, reports, e-mails, and texts.
8. Demonstrate basic language skills in grammar, spelling, punctuation, capitalization, number usage, and sentence structure.

Business Communications

Pacing Guide		
Unit	Topic	Suggested Timing
Unit 1	Communication in a Business Setting: Reading, Writing, Listening and Speaking	approx. 6 weeks
Unit 2	Creating Professional Documents	approx. 6 weeks
Unit 3	Computer Applications for Business Communications	approx. 6 weeks
Final Exam	Review and Final Exam	approx. 1 week

Educational Technology Standards

8.1.12.A.2, 8.1.12.A.3, 8.1.12.A.4, 8.1.12.C.1, 8.1.12.D.4, 8.1.12.E.2

➤ **Technology Operations and Concepts**

- Produce and edit a multi-page digital document for a commercial or professional audience
- Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.
- Construct a spreadsheet workbook with multiple worksheets, rename tabs to reflect the data on the worksheet, and use mathematical or logical functions, charts and data from all worksheets to convey the results

➤ **Communication and Collaboration**

- Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.

➤ **Digital Citizenship**

- Research and understand the positive and negative impact of one's digital footprint.

➤ **Research and Information Literacy**

- Research and evaluate the impact on society of the unethical use of digital tools and present your research to peers.

Career Ready Practices

Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

CRP1. Act as a responsible and contributing citizen and employee

Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

CRP2. Apply appropriate academic and technical skills.

Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.

CRP3. Attend to personal health and financial well-being.

Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.

CRP4. Communicate clearly and effectively and with reason.

Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready

Career Ready Practices

individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

CRP5. Consider the environmental, social and economic impacts of decisions.

Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

CRP6. Demonstrate creativity and innovation.

Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

CRP7. Employ valid and reliable research strategies.

Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

CRP9. Model integrity, ethical leadership and effective management.

Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding

Career Ready Practices

in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.

CRP10. Plan education and career paths aligned to personal goals.

Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

CRP11. Use technology to enhance productivity.

Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

CRP12. Work productively in teams while using cultural global competence.

Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

Differentiated Instruction

Strategies to Accommodate Students Based on Individual Needs

<u>Time/General</u>	<u>Processing</u>	<u>Comprehension</u>	<u>Recall</u>
<ul style="list-style-type: none"> • Extra time for assigned tasks • Adjust length of assignment • Timeline with due dates for reports and projects • Communication system between home and school • Provide lecture notes/outline 	<ul style="list-style-type: none"> • Extra Response time • Have students verbalize steps • Repeat, clarify or reword directions • Mini-breaks between tasks • Provide a warning for transitions • Reading partners 	<ul style="list-style-type: none"> • Precise step-by-step directions • Short manageable tasks • Brief and concrete directions • Provide immediate feedback • Small group instruction • Emphasize multi-sensory learning 	<ul style="list-style-type: none"> • Teacher-made checklist • Use visual graphic organizers • Reference resources to promote independence • Visual and verbal reminders • Graphic organizers
<u>Assistive Technology</u>	<u>Tests/Quizzes/Grading</u>	<u>Behavior/Attention</u>	<u>Organization</u>
<ul style="list-style-type: none"> • Computer/whiteboard • Tape recorder • Spell-checker • Audio-taped books 	<ul style="list-style-type: none"> • Extended time • Study guides • Shortened tests • Read directions aloud 	<ul style="list-style-type: none"> • Consistent daily structured routine • Simple and clear classroom rules • Frequent feedback 	<ul style="list-style-type: none"> • Individual daily planner • Display a written agenda • Note-taking assistance • Color code materials

Enrichment

Strategies Used to Accommodate Based on Students Individual Needs:

- Adaption of Material and Requirements
- Evaluate Vocabulary
- Elevated Text Complexity
- Additional Projects
- Independent Student Options
- Projects completed individual or with Partners
- Self Selection of Research
- Tiered/Multilevel Activities
- Learning Centers
- Individual Response Board
- Independent Book Studies
- Open-ended activities
- Community/Subject expert mentorships

Assessments

Suggested Formative/Summative Classroom Assessments

- Timelines, Maps, Charts, Graphic Organizers
- Teacher-created Unit Assessments, Chapter Assessments, Quizzes
- Teacher-created DBQs, Essays, Short Answer
- Accountable Talk, Debate, Oral Report, Role Playing, Think Pair, and Share
- Projects, Portfolio, Presentations, Prezi, Gallery Walks
- Homework
- Concept Mapping
- Primary and Secondary Source analysis
- Photo, Video, Political Cartoon, Radio, Song Analysis
- Create an Original Song, Film, or Poem
- Glogster to make Electronic Posters
- Tumblr to create a Blog

Interdisciplinary Connections

English Language Arts

- Journal writing
- Close reading of industry-related content
- Create a brochure for a specific industry
- Keep a running word wall of industry vocabulary

Social Studies

- Research the history of a given industry/profession
- Research prominent historical individuals in a given industry/profession
- Use historical references to solve problems

World Language

- Translate industry-content
- Create a translated index of industry vocabulary
- Generate a translated list of words and phrases related to workplace safety

Math

- Research industry salaries for a geographic area and juxtapose against local cost of living
- Go on a geometry scavenger hunt
- Track and track various data, such as industry's impact on the GDP, career opportunities or among of individuals currently occupying careers

Fine & Performing Arts

- Create a poster recruiting young people to focus their studies on a specific career or industry
- Design a flag or logo to represent a given career field

Science

- Research the environmental impact of a given career or industry
- Research latest developments in industry technology
- Investigate applicable-careers in STEM fields

[New Jersey Student Learning Standards](#)

9.2 – Career Awareness, Exploration, and Preparation

- 9.2.12.C.1 Review career goals and determine steps necessary for attainment.
- 9.2.12.C.3 Identify transferable career skills and design alternate career plans.
- 9.2.12.C.4 Analyze how economic conditions and societal changes influence employment trends and future education.
- 9.2.12.C.5 Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures

9.3 – Career and Technical Education

Pathway: Marketing Communications

- 9.3.MK-COM.5 Communicate information about products, services, images and/or ideas to achieve a desired outcome.

[Common Career Technical Core \(CCTC\)](#)

Pathway: Marketing Communications

- MK-COM.5 Communicate information about products, services, images and/or ideas to achieve a desired outcome.

Common Core State Standards (CCSS)

CCSS - English-Language Arts

- CCSS.ELA-LITERACY.L.9-10.5.B Analyze nuances in the meaning of words with similar denotations. CCSS.ELA-Literacy.RI.11-12.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
- CCSS.ELA-LITERACY.SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher- led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- CCSS.ELA-LITERACY.SL.9-10.1.A Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- CCSS.ELA-LITERACY.SL.9-10.1.B Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
- CCSS.ELA-LITERACY.SL.9-10.1.C Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- CCSS.ELA-LITERACY.SL.9-10.1.D Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
- CCSS.ELA-LITERACY.SL.9-10.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
- CCSS.ELA-LITERACY.SL.9-10.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

- CCSS.ELA-LITERACY.SL.9-10.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
- CCSS.ELA-LITERACY.WHST.9-10.2.A Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- CCSS.ELA-LITERACY.L.9-10.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. CCSS.ELA-LITERACY.L.9-10.5.A Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.

<p>Course: Business Communications</p> <p>Unit: 1 – Communication in a Business Setting: Reading, Writing, Listening and Speaking</p> <p>Grade Level: 9-12</p>	<p>Unit Overview:</p> <p>Students will fine-tune their speaking skills in order to convey information in a professional manner.</p>
<p>New Jersey Student Learning Standards (NJSLS): 9.2.12.C.1, 9.2.12.C.3, 9.2.12.C.4, 9.2.12.C.5, 9.3.MK-COM.5</p>	
<p>Common Career Technical Core (CCTC): MK-COM.5</p>	
<p>Common Core State Standards (CCSS): CCSS.ELA-LITERACY.L.9-10.5.B, CCSS.ELA-LITERACY.SL.9-10.1, CCSS.ELA-LITERACY.SL.9-10.1.A, CCSS.ELA-LITERACY.SL.9-10.1.B, CCSS.ELA-LITERACY.SL.9-10.1.C, CCSS.ELA-LITERACY.SL.9-10.1.D, CCSS.ELA-LITERACY.SL.9-10.2, CCSS.ELA-LITERACY.SL.9-10.3, CCSS.ELA-LITERACY.SL.9-10.6, CCSS.ELA-LITERACY.WHST.9-10.2.A, CCSS.ELA-LITERACY.L.9-10.5, CCSS.ELA-LITERACY.L.9-10.5.A</p>	

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Resources	Sample Activities
<p>1. Students will be able to assess their own verbal and nonverbal communication skills and utilize them effectively in the workplace.</p> <p>9.2.12 C. CCSS.ELA-LITERACY.SL.9-10.6</p>	<p>How does body language affect communication?</p> <p>How can verbal and nonverbal clues be used to communicate</p> <p>How do we communicate effectively in a group/team?</p>	<p>Working with others collaboratively</p> <p>Appropriate body language and verbal language when speaking and listening to others</p> <p>Recognizing your own body language and nonverbal cues</p>	<p>http://www.businessinsider.com/10-tactics-for-reading-peoples-body-language-2015-5</p> <p>http://kwhs.wharton.upenn.edu/lesson_plans/team-work-and-communication/</p> <p>http://kwhs.wharton.upenn.edu</p>	<p>“Interview a classmate” mock interview and write down some of their verbal and nonverbal cues</p> <p>Mock answering service - students will answer phones and take a message inclusive of pertinent details.</p>

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Resources	Sample Activities
			n.edu/lesson_plans/working-on-team-tasks/	Record interactions and review to assess your communication skills
<p>2. Students will be able to read several business texts and analyze the components of the articles.</p> <p>CCSS.ELA-Literacy.RI.11-12.3, CCSS.ELA-LITERACY-SL.9-10.1.D</p>	<p>How can I analyze what I am reading?</p> <p>How do I look for contextual clues for words I am not familiar with?</p> <p>Am I comprehending and analyzing while I'm reading?</p>	<p>Read with a purpose</p> <p>Use context clues to determine meaning</p> <p>Skim article</p> <p>Outline main points of an article</p> <p>Cite informational text</p> <p>Summarize</p> <p>Comprehension</p>	<p>Newsela: https://newsela.com/</p> <p>http://knowledge.wharton.upenn.edu/</p>	<p>Create a bulleted list that explains the main points of the article or story</p> <p>Have students answer multiple choice an open-ended questions based on what they read</p> <p>Provide short articles to each student. Have the students summarize for key points and explain to the class.</p>
<p>3. Students will be able to practice proper keyboarding technique after reading and listening to various instructions</p> <p>CCSS.ELA-LITERACY.SL.9-10.6</p>	<p>How can I quickly and efficiently create documents?</p> <p>How do I type while listening, taking notes in a meeting, taking notes from a phone call?</p>	<p>Type using the correct method</p> <p>Type information based on what is expressed verbally</p>	<p>http://www.freetypinggame.net/play14.asp</p> <p>http://www.rapidtyping.com/typing-instructions.html</p> <p>https://www.microsoft.com/en-us/DigitalLiteracy/basicc</p>	<p>Listen to verbal instructions and type according to the instructions</p> <p>Playing typing games on the internet</p> <p>Type based on what the teacher says...</p>

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Resources	Sample Activities
			urriculum.aspx	This should continue through the course
<p>4. Students will listen to and analyze verbal communication to understand, analyze and present (report out).</p> <p>CCSS.ELA-Literacy.RI.11- 12.3</p>	<p>Why is listening an essential part of effective communication?</p> <p>What are good listening skills?</p> <p>How can I become a better listener?</p> <p>What examples of figurative language exist in the business world?</p>	<p>Listening Comprehension Being Attentive/Present Eye Contact Ask Clarifying Questions Figurative Language</p>	<p>https://www.ted.com/watch/tedx-talks</p> <p>http://www.americanrhetoric.com/top100speeches.html</p> <p>http://www.nytimes.com/</p> <p>http://davidpogue.com/ (Technology Columnist)</p>	<p>Listen to speeches, TedTalks (monitor for content first), Podcasts, Video blogs</p> <p>Identify main ideas</p> <p>Have students assess the meaning or main idea and report out or present</p> <p>Have students analyze figurative language in advertising and determine value</p> <p>Create a mock business setting with an established problem? How can students work together to solve or identify solutions? How does the conversation flow? What good listening skills are being</p>

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Resources	Sample Activities
<p>5. Students will analyze figurative language and assess how they can utilize it to expand upon their writing</p> <p>CCSS.ELA- LITERACY .L.9- 10.5 CCSS.ELA- LITERACY .L.9- 10.5.A CCSS.ELA- LITERACY .L.9-10.5.B</p>	<p>How can figurative language be used within writing?</p> <p>What is figurative language?</p> <p>How can I use figurative language to enhance what I write?</p>	<p>Use figurative language appropriately</p> <p>Determine common figurative language that is used</p> <p>Define metaphor, simile, and several other common types of figurative language.</p>	<p>https://kidskonnnect.com/language/figurative-language/</p>	<p>utilized?</p> <p>Locate examples of figurative language in business names and slogans; Create a chart to depict and present data in Word</p> <p>Type a list of figurative language terms, their definitions, and examples using word processing software</p> <p>Write an advertising copy that includes examples of figurative language</p>
<p>6. Students will be able to identify and practice digital citizenship and begin to create a positive digital presence.</p> <p>CCSS.ELA- LITERACY.SL.9-10.6</p>	<p>What is copyright plagiarism?</p> <p>How do we appropriately credit an author for his/her work?</p> <p>How does your online presence affect your future?</p>	<p>Digital Literacy (Use the internet to search information)</p> <p>Effective research</p> <p>Copyright and Plagiarism</p> <p>Consuming and contributing to online information properly</p> <p>Act as a responsible and</p>	<p>https://s3.amazonaws.com/media.youthradio.org/wp-content/uploads/2014/08/Wh-at-is-your-digital-footprint-lesson-plan.pdf</p> <p>https://www.commonsemmedia.org/educators</p> <p>https://www.commonsemmedia.org/educators</p>	<p>Identify plagiarism, copyright and creative commons. Discuss the implications for authors and artists.</p> <p>https://www.commonsemmedia.org/educators</p> <p>Students will complete a self Google search. Identify their current</p>

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Resources	Sample Activities
		contributing citizen and employee.	semedia.org/educators/curriculum http://www.edutopia.org/blog/digital-citizenship-resources-matt-davis http://www.ikeepsafe.org/educators_old/more/google/ http://kwhs.wharton.upenn.edu/lesson_plans/you-are-your-brand/	online presence compared to how they would like to be presented. What new strategies can they employ to meet those goals?
<p>7. Students will be able to assess the differences between formal and informal communication</p> <p>CCSS.ELA-LITERACY.SL.9-10.6</p>	<p>When should I use formal communication?</p> <p>When is it appropriate to speak informally?</p> <p>How do I differentiate between formal and informal situations?</p> <p>What actions are appropriate respectively?</p>	<p>Regulating speech</p> <p>Formal Communication skills</p> <p>Written Skills</p> <p>Speaking</p> <p>Apply appropriate academic and technical skills</p>	<p>http://www.employ-project.com/uploads/documentation/additional/4.%20Resource_Communication%20Skills_%20Formal%20and%20Informal%20Communication.doc</p> <p>https://owl.english.purdue.edu/owl/resource/694/01/</p>	<p>Write a formal and informal email each with the same purpose</p> <p>Edit an informal email to make it formal</p> <p>Watch movie clips to determine whether the speech is formal or informal and explain why</p> <p>Practice sample</p>

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Resources	Sample Activities
<p>8. Students will be able to use appropriate language to make telephone calls</p> <p>CCSS.ELA-LITERACY.SL.9-10.6</p>	<p>What type of language is appropriate when answering phone calls in a business setting?</p> <p>What is the proper etiquette for receiving and confirming the receipt of information?</p> <p>What is appropriate phone etiquette?</p>	<p>Use appropriate phone etiquette</p> <p>Listening skills</p> <p>Note-taking and message details</p> <p>Concise written communication</p> <p>Speaking and Listening</p>	<p>http://www.advancedetiquette.com/2012/01/8-telephone-etiquette-tips/</p> <p>http://www.businessinsider.com/phone-etiquette-rules-barbara-pachter-2013-10</p>	<p>interview questions</p> <p>Write and practice a phone script</p> <p>Read articles regarding proper phone etiquette</p> <p>Practice answering a phone as a class</p> <p>Listen to instructions and take appropriate messages</p>
<p>9. Students will be able to analyze which sources provide reliable information.</p> <p>CCSS-ELA.LITERACY.SL9-10.2</p>	<p>What sources online are reliable?</p> <p>How can I cite information properly to give credit to the author or artist?</p>	<p>Determine which sources provide reliable information on the internet</p> <p>Use appropriate sources to find out information</p> <p>Cite information using credible sources</p> <p>Determine what intellectual property is and how to respect it</p>	<p>http://www.library.illinois.edu/ugl/howdoi/webeval.html</p> <p>https://www.commonsensemedia.org/videos/copy-right-and-fair-use-animation</p> <p>https://www.commonsensemedia.org/educators</p> <p>https://www.commonsensemedia.org/educators/curriculum</p>	<p>Identify a situation, current or previous event where plagiarism/copyright laws impacted the work of well known artists, authors, business people. Why are these concepts and laws important in business?</p> <p>Choose an urban legend to research. Find accurate information about where this legend</p>

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			http://www.edutopia.org/blog/digital-citizenship-resources-matt-davis http://www.ikeepsafe.org/educators_old/more/google/	<p>initiated from and keep track of sources</p> <p>Find two conflicting sources on the internet and compare them to determine reliability http://novemberlearning.com/educational-resources-for-educators/teaching-and-learning-articles/web-literacy-where-the-common-core-meets-common-sense/</p> <p>http://www.educatorstechnology.com/2013/02/10-must-have-resources-to-teach-about.html</p>
<p>10. Students will be able to verbally express their opinion on a controversial topic (within the business world) with information that they researched</p>	<ul style="list-style-type: none"> • How can I appropriately express myself regarding something I am passionate about? • How do I find relevant information using the 	<p>Finding appropriate sources on the internet</p> <p>Expressing thoughts in an organized manner</p> <p>Cite information using credible sources</p>	<p>http://www.procon.org</p>	<p>Have students choose a side to an issue... green marketing, fracking, social responsibility, testing on animals for products, etc. Have students research</p>

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Resources	Sample Activities
CCSS.ELA-LITERACY.SL.9-10.1 CCSS.ELA-LITERACY.SL.9-10.1.A CCSS.ELA-LITERACY.SL.9-10.1.B CCSS.ELA-LITERACY.SL.9-10.1.C	internet?	Defending a position		information to back up their opinion and engage in a debate with their classmates.

Unit 1 Vocabulary	
<ul style="list-style-type: none"> • nonverbal cues • verbal cues • indent • formatting • controversial • keyboarding • online presence • barriers • script • greeting • copyright 	<ul style="list-style-type: none"> • plagiarism • creative commons • netiquette • etiquette • manners • body language • oxymoron • metaphor • simile • figurative language • alliteration

Suggested Unit Projects

Choose At Least One

<p>Choose a new product that has recently been put on the market. Have students create a presentation to give to the sales force explaining the features and tools that should be used to sell the product.</p>	<p>Students choose a side to an ethical issue. Examples include green marketing, fracking, social responsibility, testing on animals, etc. Students will research information to back up their opinion and engage in a debate with their classmates.</p>
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Suggested Structured Learning Experiences

<ul style="list-style-type: none"> • North Jersey Media Group, Woodland Park, NJ • Berkeley College, Woodland Park, NJ • Sony Wonderlab, Manhattan, NYC 	<ul style="list-style-type: none"> • PNC Corporate Headquarters, Woodland Park and/or Paramus, NJ • PwC Pricewaterhouse Coopers Corporate Office, Jersey City, NJ
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