PATERSON PUBLIC SCHOOLS
Preparing All Children for College and Career

Department of College and Career Readiness

Business Communications Curriculum

2.5 Credits

Unit Two

PATERSON PUBLIC SCHOOLS

Preparing All Children for College and Career

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.

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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

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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

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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

Time/General	Processing	Comprehension	Recall
• 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	• Extra Response time • Have students verbalize steps • Repeat, clarify or reword directions • Mini-breaks between tasks • Provide a warning for transitions • Reading partners	• Precise step-by-step directions • Short manageable tasks • Brief and concrete directions • Provide immediate feedback • Small group instruction • Emphasize multi-sensory learning	• Teacher-made checklist • Use visual graphic organizers • Reference resources to promote independence • Visual and verbal reminders • Graphic organizers

Assistive Technology	Tests/Quizzes/Grading	Behavior/Attention	Organization
• Computer/whiteboard • Tape recorder • Spell-checker • Audio-taped books	• Extended time • Study guides • Shortened tests • Read directions aloud	• Consistent daily structured routine • Simple and clear classroom rules • Frequent feedback	• Individual daily planner • Display a written agenda • Note-taking assistance • Color code materials

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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.

Career Cluster: Information Technology

- 9.3.IT.1 Demonstrate effective professional communication skills and practices that enable positive customer relationships.

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.

Career Cluster: Information Technology

- IT.1 Demonstrate effective professional communication skills and practices that enable positive customer relationships.

Common Core State Standards (CCSS)

CCSS - English-Language Arts

- CCSS.ELA-LITERACY.RL.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- CCSS.ELA-LITERACY.SL.11-12.1.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.11-12.1.C Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- CCSS.ELA-LITERACY.W.11-12.1.D Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- CCSS.ELA-LITERACY.W.11-12.2.C Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- 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

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Course: Business Communications
Unit: 2 – Creating Professional Documents
Grade Level: 9-12

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, 9.3.IT.1
Common Career Technical Core (CCTC): MK-COM.5, IT.1
Common Core State Standards (CCSS): CCSS.ELA-LITERACY.RL.11-12.1, CCSS.ELA-LITERACY.SL.11-12.1.A, CCSS.ELA-LITERACY.SL.11-12.1.C, CCSS.ELA-LITERACY.W.11-12.1.D, CCSS.ELA-LITERACY.W.11-12.2.C, CCSS.ELA-LITERACY.SL.9-10.6, CCSS.ELA-LITERACY.WHST.9-10.2.A

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Resources	Sample Activities
1. Students will be able to use proper spelling and formatting within documents CCSS.ELA-LITERACY.W.11-12.1.D 9.3.IT.1	How can I utilize tools within word processing software to format my work?	Formatting margins in documents Formatting fonts and text size Change text to bold, italic, and underlined Change line spacing within documents Proper spelling and grammar skills	http://www.writeexpress.com/business-memo.html http://kwhs.wharton.upenn.edu/lesson_plans/innovative-ideas-come-need/	Write a memo/email to your teacher/boss to using appropriate formatting, spelling and grammar communicating a solution for a problem http://kwhs.wharton.upenn.edu/lesson plans/innovative-ideas-come-need/ Write about an entrepreneur who has had a significant impact

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Resources	Sample Activities
				on history Write about a new type of technology that will affect future students
2. Students will be able to use formatting tools to create an agenda using word processing software CCSS.ELA-LITERACY.W.11-12.1.D 9.3.IT.1	How can I create an agenda that looks professional? What are the components of an agenda? When is an agenda appropriate?	Use formatting tools within Word or other software Convey information in an organized manner Clear communication Use technology to enhance productivity	http://www.cbsnews.com/news/how-to-create-a-meeting-agenda-youll-actually-use/	View sample agendas and identify components Create an agenda for a business event/meeting components Create an activity for development
3. Students will be able to edit documents with an appropriate audience in mind; write using proper grammar, spelling and formatting within Word for written communication CCSS.ELA-LITERACY.W.11-12.1.D 9.3.IT.1	How can I change the way I communicate in order to be more professional? How can I edit documents in order to make them professionally appropriate?	Determine when to use professional language and when to use informal language Edit writing to make it more professional	http://www.uab.edu/news/youcanuse/item/4697-could-texting-and-autocorrect-affect-kids-writing-skills	Edit documents written by other students within the class Write a memo to your teacher using appropriate formatting, spelling and grammar

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Resources	Sample Activities
4. Students will be able to write a professionally formatted business letter using appropriate formatting, tone, spelling and grammar CCSS.ELA-LITERACY.W.11-12.1.D CCSS.ELA-LITERACY.W.11-12.2.C 9.3.IT.1	How is a business letter formatted? What tools within word processing software will assist in creating a business letters? How do template tools help with professional document creation? What is the purpose of a cover letter, thank you letter, inquiry letter? How do I punctuate effectively while writing? What is a homonym and when do I use each term appropriately? When should capitalization be used?	Writing for professional communication Word Processing Typing Determine how to use various tools within Microsoft Word to create simple documents. Grammar Proofreading Communicate clearly and effectively and with reason	https://owl.english.purdue.edu/owl/resource/653/01/ http://www.usa.gov/Agencies.shtml http://englishforeveryone.org/PDFs/Homonyms,%20Homographs,%20Homophones.pdf http://www.englishforeveryone.org/Topics/Punctuation.htm http://www.softschools.com/quizzes/grammar/capitalization/quiz288.html	Assess sample business letters and look for error/proper formatting Write a cover letter for job application/opening Write a letter to a business owner with a solution for their current product line Write a letter to the superintendent regarding something that is happening in your school Write a letter for a customer complaint or appreciation Have students proofread and make corrections to rectify common mistakes
5. How can I present data in a chart to communicate requested data?	How do I effectively gather information from a survey or form?	Spreadsheets Data collection	http://products.office.com/en-us/Excel https://www.google.com/	Have students create a survey of information that is current and relevant.

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Resources	Sample Activities
	How is data entered into a spreadsheet? How do we take this data and report it clearly in a chart/graph?	Chart creation Formatting Use technology to enhance productivity	sheets/about/	Collect and input the data into a spreadsheet. Students will collect, analyze and present the data.
6. How can I present information in a brochure or flyer to clearly communicate to the audience? CCSS.ELA-LITERACY.W.11-12.1.D 9.3.IT.1	Determine the audience. What information belongs on a flyer? How can I create a flyer that grabs the viewer's attention?	Find free and appropriate images online Determining what information belongs on a flyer Use technology to enhance productivity Communicate clearly and effectively and with reason Use technology to enhance productivity	https://templates.office.com/en-us/Event-flyer-TM00002094	Have students view sample flyers and assess their effectiveness Create a flyer for a specific event within the school Create a safety flyer based on OSHA regulations Create a flyer that explains what plagiarism is and how to prevent doing it Create a flyer that attempts to persuade students not to smoke. What are the

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Resources	Sample Activities
				implications of health concerns on these industries? How does this impact the consumer and business?
7. Students will be able to write a professional business letter with the intent to persuade the reader CCSS.ELA-LITERACY.W.11-12.1.D CCSS.ELA-LITERACY.W.11-12.2.C	What are the elements of a business letter? What is the formatting used within a business letter?	Typing a professional letter Using appropriate language within a letter Using formatting tools to format a letter Addressing an envelope Writing with the intent to persuade the reader	http://teacher.scholastic.com/lessonplans/format.pdf	Identify the components of a business letter Identify errors within business letters Write a persuasive letter using the correct formatting tools

Unit 2 Vocabulary
• homonym • homophone • persuade • formatting • margins • font	• align • etiquette • formal vs. informal • block style • return address • line spacing

Suggested Unit Projects
Choose At Least One

Write a persuasive business letter to a company that has had complaints because of an ethical issue. Make sure the letter includes: - Proper formatting - Persuasive writing elements - Correct English and grammar (This project can be a continuation of the debate project from Unit 1.)	Create a flyer convincing 8th grade students to attend your school in the Fall. The flyer should include: - An image - Information about the school - Information about school offerings - Description of classes - Compare and contrast course based on skills and interest - Identify the career projection

Suggested Structured Learning Experiences

• North Jersey Media Group, Woodland Park, NJ • Berkeley College, Woodland Park, NJ • Sony Wonderlab, Manhattan, NYC	• PNC Corporate Headquarters, Woodland Park and/or Paramus, NJ • PwC Pricewaterhouse Coopers Corporate Office, Jersey City, NJ