



# **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.A.5, 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
- Create a report from a relational database consisting of at least two tables and describe the process, and explain the report 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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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"> <li>• Extra time for assigned tasks</li> <li>• Adjust length of assignment</li> <li>• Timeline with due dates for reports and projects</li> <li>• Communication system between home and school</li> <li>• Provide lecture notes/outline</li> </ul>	<ul style="list-style-type: none"> <li>• Extra Response time</li> <li>• Have students verbalize steps</li> <li>• Repeat, clarify or reword directions</li> <li>• Mini-breaks between tasks</li> <li>• Provide a warning for transitions</li> <li>• Reading partners</li> </ul>	<ul style="list-style-type: none"> <li>• Precise step-by-step directions</li> <li>• Short manageable tasks</li> <li>• Brief and concrete directions</li> <li>• Provide immediate feedback</li> <li>• Small group instruction</li> <li>• Emphasize multi-sensory learning</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher-made checklist</li> <li>• Use visual graphic organizers</li> <li>• Reference resources to promote independence</li> <li>• Visual and verbal reminders</li> <li>• Graphic organizers</li> </ul>
<u>Assistive Technology</u>	<u>Tests/Quizzes/Grading</u>	<u>Behavior/Attention</u>	<u>Organization</u>
<ul style="list-style-type: none"> <li>• Computer/whiteboard</li> <li>• Tape recorder</li> <li>• Spell-checker</li> <li>• Audio-taped books</li> </ul>	<ul style="list-style-type: none"> <li>• Extended time</li> <li>• Study guides</li> <li>• Shortened tests</li> <li>• Read directions aloud</li> </ul>	<ul style="list-style-type: none"> <li>• Consistent daily structured routine</li> <li>• Simple and clear classroom rules</li> <li>• Frequent feedback</li> </ul>	<ul style="list-style-type: none"> <li>• Individual daily planner</li> <li>• Display a written agenda</li> <li>• Note-taking assistance</li> <li>• Color code materials</li> </ul>

## 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.2 Modify Personalized Student Learning Plans to support declared career goals.
- 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.

#### **Pathway: Hospitality and Tourism: Restaurant, Food and Beverage**

- 9.3.HT-RFB.4.1 Demonstrate leadership qualities and collaboration with others.

## **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.

### **Pathway: Hospitality and Tourism: Restaurant, Food and Beverage**

- HT-RFB.4.1 Demonstrate leadership qualities and collaboration with others.

## Common Core State Standards (CCSS)

### CCSS - English-Language Arts

- CCSS.ELA-LITERACY.SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
- 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

<p><b>Course:</b> Business Communications</p> <p><b>Unit:</b> 3 – Computer Applications for Communication</p> <p><b>Grade Level:</b> 9-12</p>
<p><b>New Jersey Student Learning Standards (NJSLS):</b> 9.2.12.C.1, 9.2.12.C.2, 9.2.12.C.3, 9.2.12.C.4 , 9.2.12.C.5, 9.3.MK COM.5, 9.3.HT-RFB.4</p>
<p><b>Common Career Technical Core (CCTC):</b> MK COM.5, HT-RFB.4</p>
<p><b>Common Core State Standards (CCSS):</b> CCSS.ELA-LITERACY.SL.11-12.5, CCSS.ELA-LITERACY.SL.9-10.6, CCSS.ELA-LITERACY.WHST.9-10.2.A</p>

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Resources	Sample Activities
<p>1. Determine what career paths best match your skills, strengths and interests.</p> <p>9.2.12.C.1.; 9.2.12.C.2; 9.2.12.C.3</p>	<p>How my skills and strengths align to my chosen college/career track?</p> <p>What careers suit my interests?</p> <p>Which careers suite my skills?</p> <p>What decisions can I begin to make now to impact a successful future?</p>	<p>Online assessment Research Tools</p> <p>Use online career tools to assess own interest and skills</p> <p>Plan education and career paths aligned to personal goals</p> <p>Use technology to enhance productivity</p>	<p><a href="http://www.yourfreecareerest.com/">http://www.yourfreecareerest.com/</a></p> <p><a href="http://www.bls.gov/ooh/">http://www.bls.gov/ooh/</a></p> <p>PwC Career Assessment tool</p>	<p>Write a list of your skills</p> <p>List careers that suit your skills and interests</p> <p>Research the outlook of the careers you are interested in</p> <p>Create a Word document that list potential careers that meet all criteria</p>

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Resources	Sample Activities
<p>2. Students will be able to use presentation software to create a visual resume and assess what skills they possess</p> <p>9.2.12.C.1.; 9.2.12.C.2;9.2.12.C.3</p>	<p>What information should I put on a resume?</p> <p>How can I create a professional presentation?</p>	<p>Identify the components of a resume</p> <p>Take a professional photo and add it to a presentation</p> <p>Assess the skills you have that belong on a resume</p> <p>Add slides to a presentation</p> <p>Modify font within a presentation</p> <p>Modify backgrounds within a presentation</p>	<p><a href="http://jobsearch.about.com/od/sampleresume1/a/high-school-resume-examples.htm">http://jobsearch.about.com/od/sampleresume1/a/high-school-resume-examples.htm</a></p>	<p>Determine the components of a simple resume</p> <p>Review Sample</p> <p>Resumes for specific careers</p> <p>Create a resume</p> <p>Practice simple tools within Powerpoint</p>
<p>3. Use presentation software to aide in making a presentation.</p> <p>CCSS.ELA-LITERACY.WHST.9-10.2.A</p>	<p>How does presentation software aide in a verbal presentation?</p> <p>What elements should be part of a PowerPoint?</p>	<p>Add images to a presentation</p> <p>Create a professional looking presentation</p> <p>Present ideas in a an organized manner to peers</p>	<p><a href="http://www.asha.org/Events/convention/PowerPoint-Do-s-and-Don-ts">http://www.asha.org/Events/convention/PowerPoint-Do-s-and-Don-ts</a></p>	<p>Research a historic entrepreneur (Rockefeller, Ford, etc.) and create a presentation about how their life impacted the world</p> <p>Research a college and create a presentation convincing students to</p>

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Resources	Sample Activities
				<p>attend</p> <p>Research a career path of interest to the student. Present on the job prospects, required knowledge and skills and job opportunities.</p>
<p>4. Use spreadsheet software to create a simple spreadsheet and a graph</p> <p>8.1.12.A.3 8.1.12.A.4</p>	<p>How can I professionally display numbers and data?</p>	<p>Displaying data on a spreadsheet</p> <p>Creating a graph that displays data accurately</p> <p>Modify data within cells</p> <p>Modifying colors and size of graph</p> <p>Wrap text within Excel cells</p> <p>Identify components of Excel toolbar</p>	<p><a href="http://www.bls.gov/ooh/">http://www.bls.gov/ooh/</a></p>	<p>Create a list of business key words and a chart that shows the translations into other languages.</p> <p>Look up careers and create a bar graph that compares the salaries.</p>
<p>5. Manipulate data within spreadsheet</p> <p>8.1.12.A.3</p>	<p>How can I use formulas to manipulate data?</p> <p>How can I professionally display numbers and data?</p>	<p>Use formulas to manipulate data</p> <p>Maintain data in a spreadsheet</p>	<p><a href="http://faculty.kutztown.edu/schaeffe/Excel/Excel.html">http://faculty.kutztown.edu/schaeffe/Excel/Excel.html</a></p>	<p>Add grades to spreadsheet and use formulas to determine GPA</p> <p>Gather data on future</p>

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Resources	Sample Activities
		<p>Modify cells within a spreadsheet</p> <p>Wrap text within a spreadsheet</p> <p>Merge cells within a spreadsheet</p>		<p>career projections. What jobs are expanding and which are decreasing?</p> <p>Present the data in a chart. Justify why one career choice may be beneficial over another.</p> <p>Create a list of expenses that would be incurred during a business trip and finalize an Expense sheet for submission</p>
<p>6. Use document sharing and cloud based environments to collaborate with classmates/teammates for a more efficient and effective work environment.</p> <p>9.3.HT-RFB.4; 8.1.12.A.3 CCSS.ELA-LITERACY.SL.9-10.6</p>	<p>What tools are useful in document sharing?</p> <p>How can I work with others remotely to create one end result?</p>	<p>Act as a responsible and contributing citizen and employee.</p> <p>Apply appropriate academic and technical skills</p> <p>Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>Use technology to enhance productivity.</p>		<p>Create a survey that students in the class can take via Google Docs or other document sharing software</p> <p>Begin writing a story using document sharing software; Collaborate with your classmates in order for them to add to the story</p> <p>Create a shared</p>

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Resources	Sample Activities
				presentation with multiple collaborators around Career Assessment and Projections
<p>7. Students will be able to practice appropriate business communication and determine how their online presence affects their career and educational prospects</p> <p>8.1.12.E.2; 8.1.12.D.4</p>	<p>What is my digital footprint?</p> <p>How does your online presence affect your future?</p> <p>How can I communicate appropriately using the internet and other methods?</p> <p>What type of online presence should we portray?</p>	<p>Communication skills</p> <p>Demonstrate creativity and innovation.</p> <p>Employ valid and reliable research strategies.</p>	<p><a href="https://s3.amazonaws.com/media.youthradio.org/wp-content/uploads/2014/08/What-is-your-digital-footprint-lesson-plan.pdf">https://s3.amazonaws.com/media.youthradio.org/wp-content/uploads/2014/08/What-is-your-digital-footprint-lesson-plan.pdf</a></p> <p><a href="https://www.common Sensemedia.org/educators/digital-compass">https://www.common Sensemedia.org/educators/digital-compass</a></p> <p><a href="http://kwhs.wharton.upenn.edu/lesson_plans/you-are-your-brand/">http://kwhs.wharton.upenn.edu/lesson_plans/you-are-your-brand/</a></p>	<p>Students will search their own names and assess their own online presence.</p> <p>Modify online profile settings to reflect a positive digital footprint.</p> <p>Create an online portfolio to assist with college and career.</p>

### Unit 3 Vocabulary

- Document sharing
- PowerPoint
- Excel
- cell
- slide layout
- hyperlink
- background
- animation
- bullets

- clipart
- row
- column
- spreadsheet
- formula
- wrap text
- merge
- sum

### Suggested Unit Projects

*Choose At Least One*

Create a professional website that displays a portfolio of student classwork, including but not limited to a resume, cover letter and thank you letter.

Create an informational PowerPoint presentation that explains American business etiquette. Compare and contrast with other countries and cultures.

### 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