PATERSON PUBLIC SCHOOLS

Preparing All Children for College and Career

Department of College and Career Readiness

Customer Service
Curriculum

5.0 Credits

Unit Two

PATERSON PUBLIC SCHOOLS
Preparing All Children for College and Career

Customer Service

Course Description

Customer Service introduces students to the concept of service as a critical component of a hospitality or tourism business. It combines learning current theory and practice with observations of customer service in action, role-play, and critical analysis of models to provide a comprehensive perspective on this subject. By the end of the course, students come to realize that the principles of great customer service have wide-ranging implications for all professional endeavors.

Topics include trends in customer service; the psychology governing interactions between customers and providers; the phases of the customer service encounter; common mistakes; internal customer service; customer feedback; the role of management; and customer service issues that are specific to particular industries, such as cruises. Students are confronted with everyday business situations and are asked to use what they've learned from models of excellent customer service to make suggestions for resolving problems. They also study examples of businesses that depart from conventional practices by using cutting-edge customer service techniques to rise to the top of their fields.

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Customer Service

Pacing Guide		
Unit	**Topic**	**Suggested Timing**
Unit 1	Course Introduction/Customer's Experience of Customer Service	approx. 10 weeks
Unit 2	Communicating Effectively with the Customers	approx. 10 weeks
Unit 3	The Company's Role in Customer Service	approx. 8 weeks
Unit 4	Customer Service and Careers in Hospitality and Tourism	approx. 7 weeks

Educational Technology Standards

8.1.12.A.1, 8.1.12.B.2, 8.1.12.C.1, 8.1.12.D.1, 8.1.12.E.1, 8.1.12.F.1

➢ **Technology Operations and Concepts**
- Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.

➢ **Creativity and Innovation**
- Apply previous content knowledge by creating and piloting a digital learning game or tutorial.

➢ **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**
- Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.

➢ **Research and Information Literacy**
- Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.

➢ **Critical Thinking, Problem Solving, Decision Making**
- Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.

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 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 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 • Online Google Assessments • Google classroom • Spell-checker • YouTube • Translation tools	• 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

- Enhanced leadership skill

- 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

- Essays, Short Answer

- Accountable Talk, Debate, Oral Report, Role Playing, Think Pair, and Share

- Projects, Presentations, Prezi, Gallery Walks

- Homework

- Concept Mapping

- Primary and Secondary Source analysis

- Photo, Video, Political Cartoon, Radio, Song Analysis

- Create an Original Song, Film, Writing Skits, Write an original advertising

- 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
- Create and design PowerPoint

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

9.3– Career and Technical Education

CAREER CLUSTER®: HOSPITALITY & TOURISM (HT)

- 9.3.HT.3 Demonstrate hospitality and tourism customer service skills that meet customers' needs.

PATHWAY: LODGING (HT-LOD)

- 9.3.HT-LOD.1 Use various communication technologies to accomplish work tasks in lodging facilities.

PATHWAY: RESTAURANTS & FOOD/ BEVERAGE SERVICES (HT-RFB) .
- 9.3.HT-RFB.6
- Explain the benefits of the use of computerized systems to manage food service operations and guest service.
- 9.3.HT-RFB.10   Apply listening, reading, writing and speaking skills to enhance operations and customer service in food and beverage service facilities

PATHWAY: TRAVEL & TOURISM (HT-TT)
- 9.3.HT-TT.6 Use common travel and tourism terminology used to communicate within the industry.
- 9.3.HT-TT.8
Compare and contrast services and products from related industries to understand and evaluate how they impact the delivery of travel and tourism products and services to customers.
- 9.3.HT-TT.9 Identify the community elements necessary to maintain cooperative tourism development efforts.
- 9.3.HT-TT.12 Select the most effective communication technique and media venue to convey travel marketing information to a target audience.

Common Career Technical Core (CCTC)

Career Cluster Education & Training

HT-TT 03– Analyze cultural diversity factors to enhance travel planning.

- HT-TT 03.2– Summarize the significance of body language and personal space in different cultures.
- HT-TT 03.3-- Research behaviors and dress in other areas, regions and countries to appreciate lifestyle preferences.
- HT-TT 03.4-- Research cultural expectations of other areas, regions and countries to help avoid social improprieties.

HT-TT 06 -- Use common travel and tourism terminology used to communicate within the industry.

- HT-TT 06.1--Define acronyms and abbreviations used in travel and tourism activities to enhance guest/customer services.

- HT-TT 06.2--Utilize travel and tourism terms appropriately to guide customizing services for guests.

- HT-TT 06.3--Describe the resources used by travel agents.

HT-TT 07 -- Customize travel with diverse transportation, lodging, cruise and food options.

- HT-TT 07.1--Compare and contrast diverse transportation options to increase customer choices.
- HT-TT 07.2--Compare and contrast diverse lodging options to increase customer choice.
- HT-TT 07.3--Examine elements of a dining experience expected to satisfy guests at varied facilities such as a boardwalk, vendor, cruise ship, chain restaurant and five-star dining facility.
- HT-TT 07.4--Integrate various and diverse elements of the travel and tourism industry to create a personalized travel experience for a customer

HT-TT 08 -- Compare and contrast services and products from related industries to understand and evaluate how they impact the delivery of travel and tourism products and services to customers.

- HT-TT 08.1--Describe the role of the service provider to ensure customer satisfaction.

- HT-TT 08.2--Collaborate with related industries to provide an inclusive product to the customer.

HT-TT 12 -- Select the most effective communication technique and media venue to convey travel marketing information to a target audience.

- HT-TT 12.1. Communicate details and points of attraction with enthusiasm.

- HT-TT 12.2. Utilize alternate media venues to promote the product or service to the customer/guest.

- HT-TT 12.3. Utilize alternate communication services to assist customers with specialized needs.

- HT-TT 12.4. Utilize phrasing and other methods for communication that dispel misunderstandings and diffuse difficult situations.

Common Core State Standards (CCSS)

CCSS - English-Language Arts

Craft and Structure

- CCSS.RL9-10.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
- CCSS.RI9-10.5 Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

Comprehension and Collaboration

- CCSS.SL9-10. 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.

Presentation of Knowledge and Ideas

- CCSS.SL9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
- CCSS.SL9-10.5 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.

Range of Writing:

- CCSS.ELA-LITERACY.W.11-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences

Common Core State Standards (CCSS)

CCSS - Mathematics

Summarize, represent, and interpret data on a single count or measurement variable:

- CCSS.MATH.CONTENT.HSS.ID.A.4 Use the mean and standard deviation of a data set to fit it to a normal distribution and to estimate population percentages. Recognize that there are data sets for which such a procedure is not appropriate. Use calculators, spreadsheets, and tables to estimate areas under the normal curve.

Summarize, represent, and interpret data on two categorical and quantitative variables:
- CCSS.MATH.CONTENT.HSS.ID.B.5 Summarize categorical data for two categories in two-way frequency tables. Interpret relative frequencies in the context of the data (including joint, marginal, and conditional relative frequencies). Recognize possible associations and trends in the data

Make inferences and justify conclusions from sample surveys, experiments, and observational studies:
- CCSS.MATH.CONTENT.HSS.IC.B.3 Recognize the purposes of and differences among sample surveys, experiments, and observational studies; explain how randomization relates to each.
- CCSS.MATH.CONTENT.HSS.IC.B.4 Use data from a sample survey to estimate a population mean or proportion; develop a margin of error through the use of simulation models for random sampling.
- CCSS.MATH.CONTENT.HSS.IC.B.6 Evaluate reports based on data.

Course: Customer Service Unit: 2: Communicating Effectively with Customers Grade Level: 9-12	Unit Overview: Unit 2 will cover how to communicate effectively with customers through effective professional writing, nonverbal communication, and verbal communication skills.

New Jersey Student Learning Standards (NJSLS): 9.3.HT.3, 9.3.HT-LOD.1, 9.3.HT-RFB.10 ; 9.3.HT-TT.6 ; 9.3.HT-TT.8; 9.3.HT-TT.9; 9.3.HT-TT.12

Common Career Technical Core (CCTC): HT-TT 03, HT-TT 03.2, HT-TT 03.3, HT-TT 03.4, HT-TT 06, HT-TT 08.1, HT-TT 10,HT-TT 12.3; HT-TT 12.4

Common Core State Standards (CCSS): RL.9-10.4; RI.9-10.5; SL.9-10.1; SL.9-10.4; SL.9-10.5; SL.9-10.6; W.9-10.5;

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
Evaluate the basic concepts of customer service and the communication skills of dealing with customers. **NJSLS:** 9.3.HT.3; 9.3.HT-LOD.1; 9.3.HT-RFB.10 **CCTC:** HT-TT 03; HT-TT 06 **CCSS:** RL.9-10.4; SL9-	If you want to tell your best friend about something big that happened last night, which mode of communication would you choose? Why? If you're working in an office and you have to tell your boss some bad news, which mode of communication would	▪ Identify difference types of professional business writing ▪ Describe the important of effective email business writing ▪ Differentiate the different between personal writing and professional writing.	**Class Activity: Four Corners:** Most Effective Mode of Communication **Examples Emails:** Students will identify different types of email and analyze how effective each is. **Prompt: Customer Complaint Email:** Read the letter,	**A Brief History of Communication** **https://www.youtube.com/watch?v=0ay2Qy3wBe8&index=5&list=PLO3HAiKMUMbmx6yI59-R-jPfSZoQcPE96** **PowerPoint: AOHT Delivering Great Customer Service** Effective Professional

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
10.5; HSS.ID.B.5	you choose? Why? What do you think is the difference between personal communication and business communication? When is email an appropriate form of business communication? What are some of the downsides of using email?	▪ Evaluate the appropriate guidelines of writing a professional email.	identifying the important points made by the customer	Writing Copyright © 2007–2010 National Academy Foundation. All rights reserved **Bad Email Examples** **https://www.google.com/search?q=bad+business+email+examples&sa=X&espv=2&biw=1020&bih=534&tbm=isch&tbo=u&source=univ&ved=0ahUKEwjBxOTQ7ITOAhWC8CYKHWVOA1sQsAQIHQ** **Effective Business Email** **https://www.google.com/search?q=effective+business+email&source=lnms&tbm=isch&sa=X&ved=0ahUKEwikzlOk7YTOAhUMQSYKHVV9CWIQ_AUICCgB&biw=1020&bih=534#imgdii=**

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
				OwdKv12OXWlwXM%3A%3BOwdKv12OXWlwXM%3A%3BzhNYPsmkY3U9_M%3A&imgrc=OwdKv12OXWlwXM%3A
Display understanding of the elements of effective professional written communication **NJSLS:** 9.3.HT.3; 9.3.HT-LOD.1; 9.3.HT-RFB.10; 9.3.HT-TT.6 **CCTC:** HT-TT 03, HT-TT 06; HT-TT 10, **CCSS:** RL.9-10.1; RI.9-10.5; SL.9-10.5	Have you ever not opened an email because of its subject line? What might happen if you don't get to the point of your email until the third or fourth paragraph? Why isn't it appropriate to joke around in an email?	▪ Explain the norms of effective business email communication ▪ Develop recommendations to address customer service issues ▪ Plan and write an effective professional memo ▪ Analyze business email	**Journal** With today technology, why do businesses still rely on written communication to do business? **Venn Diagram** Create a Venn Diagram to compare and contrast personal and professional email. **Analysis: A Business Email** Practice the editing and revising steps in the writing process and learn to read critically, all of which are useful skills in the working environment of customer service	**PowerPoint: Delivering Great Customer Service** Business Email **Article: Writing an Effective Document** http://www.writeexpress.com/writing-business.html **WRITING EFFECTIVE E-MAILS. Common errors.** https://www.youtube.com/watch?v=Ig8Ckg59Jak https://www.youtube.com/watch?v=MHuBrsPRUI8#t=205.994972

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
			Writing a Memo You are the Assistant Director of Customer Service, and your company has a problem. You need to read the email provided and decide how to respond to the customer service problem. Once you have come up with a solution, you need to write a memo to your boss. **Vocabulary Wall**	**Memos** https://www.youtube.com/watch?v=PMBMWcpzfFc https://www.youtube.com/watch?v=CB3CO-ez1qo
Summarize the components of nonverbal communication **NJSLS**: 9.3.HT.3; 9.3.HT-RFB.10 **CCTC**: HT-TT 03, HT-TT 03.2, HT-TT 03.3; HT-TT 03.4 **CCSS**: RI.9-10.5; SL.9-	What is nonverbal communication? What is good nonverbal communication for a customer service employee? What is bad nonverbal communication for a customer service employee?	▪ Identify the major components of nonverbal communication ▪ Identify at least three common hand gestures and body language positions	**Nonverbal Pictures –** What they are communicating. **Read Handout** – Body Language. **Share** – Student share key points about the essay. **Role Play** – Select a	**The Importance of Nonverbal Cues as told by "Friends"** https://www.youtube.com/watch?v=OvEci5Bjgd4 **PowerPoint: Delivering Great Customer Service** PowerPoint: Nonverbal Communication

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
10.5	Why is it important to use nonverbal communication to express yourself?	unacceptable in another culture. ▪ Show the personal space preferred during conversations by cultures such as Asians, Middle Easterners, Latin Americans and North Americans. ▪ Interpret messages sent through nonverbal communication ▪ Describe one's own displays of nonverbal communication in casual and professional settings	scenario and an Attitude. Prepare a scenario. Scenario Role Plays & questions	**Non-Verbal Communication Modes** https://www.andrews.edu/~tidwell/bsad560/NonVerbal.html

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
Compare and contrast appropriate and inappropriate displays of nonverbal communication in professional settings **NJSLS**: 9.3.HT.3, 9.3.HT-TT.8; 9.3.HT-TT.9 **CCTC**: HT-TT 08.1; HT-TT 12.3; HT-TT 12.4 **CCSS**: RI.9-10.5; SL.9-10.5; W.11-12.10	Why do you need to understand other cultures beside the Unite States? What are some major cultural differences between the U.S. and other countries such as China or Brazil? What nonverbal behaviors are important on the phone? Why? Do you think it's important to smile even though your customer cannot see you? Why or why not?	▪ Compare and contrast the difference cultural behavior of nonverbal communication to enhance travel planning. ▪ Apply the nonverbal communication skills in their daily life. ▪ Design and create a poster/PowerPoint to demonstrate examples of appropriate and inappropriate of nonverbal communication to reinforce the importance of the nonverbal skills for a specific culture/country that will enhance travel planning and professional settings. ▪ Articulate three of the	**Think/Pair/Share**- As practice make a list of appropriate behavior for our country "The United States." Give at least 2 behaviors for each category. greeting/introducing yourself eating meals – Ex. Don't talk with food in your mouth socializing behaviors to avoid other unique customs . **True or False: Customs Around the World** Students learn about customs and behavior in other cultures and consider how a person's home culture can define their concept of "normal" or polite behavior. **Design and Create:** A poster/PowerPoint on	**AOHT Delivering Great Customer Service Copyright © 2007–2010 National Academy Foundation. All rights reserved** **PowerPoint:** Behavior around the World **Appropriate Behavior in Japan** http://www.kcpstudentlife.com/culture/behavior-and-manners/ **Appropriate Behavior in Brazil** http://www.ediplomat.com/np/cultural_etiquette/ce_br.htm **Appropriate Behavior in Saudi Arabia** http://www.cyborlink.com/besite/saudi-arabia.htm **Appropriate Behavior**

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
		five topics on nonverbal communication of their research finding of the assign country to the class.	appropriate and inappropriate nonverbal communication on an assign country. **Presentation:** PowerPoint/Poster	**in China** **http://etiquette.wander bat.com/l/5/China**
Evaluate appropriate and inappropriate spoken language for a professional setting **NJSLS**: 9.3.HT.3; 9.3.HT-TT.6; 9.3.HT-RFB.10; 9.3.HT-TT.12 **CCTC**: HT-TT 06.1, HT-TT 06.2, HT-TT 08.1	What is verbal communication? Why does it matter who your customer is? Why is code-switch important when you speak?	▪ Demonstrate teamwork and cooperation ▪ Summarize the importance of code-switching to success in any profession ▪ Select effective communication strategies according to the context of a	**One More Quick Look** The goal of this activity is to help students experience the challenge of communicating under pressure. Students will have to help their classmates build a "sculpture" only using verbal communication. **Think, Pair, Share:**	**Customer Service Copyright © 2007–2010 National Academy Foundation. All rights reserved** **PowerPoint:** Verbal Communication **Verbal Communication---** **https://www.youtube.co m/watch?v=D3a3fgUkw**

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
CCSS: RI.9-10.5; SL.9-10.5		situation	**Code Switching While Out to Dinner** Students identify how they instinctively use code switching in everyday life as preparation for learning about how to use this critical verbal technique in a professional context. **Reading**: Who Your Customer Is **Journal Entry**: Discuss the concept of code switching-- write a reflection on what they learned about code switching from the movie *Trading Places*	**6c&list=PLO3HAiKMU Mbmx6yl59-R-jPfSZoQcPE96&index= 2** **Verbal Communication PowerPoint** **http://webcache.google usercontent.com/searc h?q=cache:5ciKB6JhG vgJ:xa.yimg.com/kq/gr oups/4749922/1986125 455/name/Verbal%2BC ommunication.ppt+&cd =3&hl=en&ct=clnk&gl= us**
Demonstrate the ability to use appropriate language skills in a professional context **NJSLS**: 9.3.HT.3;	Why it's a problem to say this? (No. I don't know. I can't do that. You'll have to… Hang on—I'll be right back. I already told you. That's not my job I'm busy right now. Call	▪ Explain effective ways to communicate with customers when a problem arises ▪ Identify why listening skills are important, from an employability	**Reading**: How You Listen **Reading:** How to Defuse the Situation How to Handle a Problem	**Customer Service Copyright © 2007–2010 National Academy Foundation. All rights reserved** **Listening Skills**

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
9.3.HT-RFB.10 **CCTC**: HT-TT 06; HT-TT 12 **CCSS**: RI.9-10.5; SL.9-10.5	back later.) What is one important or valuable thing you learned about communication (written, nonverbal, and verbal) from this unit? Why do you think it is important to listen to your customers especially when they are complaining?	perspective ▪ Identify key reasons why we often fail to listen effectively	**Role Play--** Scenarios: Customer Service and Communication **Worksheet: Solving Problems with Good Communication Vocabulary Wall** **Assignment**: Writing a Script **Peer Review: Communication Scripts** Students practice receiving and giving constructive criticism on their in-progress scripts. **Assignment: Presenting Skits**	https://webcache.googleusercontent.com/search?q=cache:wjTgaa9r5X8J:https://www.exeter.ac.uk/media/universityofexeter/careersandemployability/pdfs/resources/Listening_skills.ppt+&cd=2&hl=en&ct=clnk&gl=us **Good Listening Video** https://www.youtube.com/watch?v=-BdbiZcNBXg **Ordinary Indignity** http://www.youtube.com/watch?v=BuV64ON-jv0

Unit 2 Vocabulary	
business letter	proxemics
confidential	tone of voice
emoticon	active listening
etiquette	clarification
memo or memorandum	closed-ended question
rapport	code-switching
thank you letter	inflection
attitude	jargon
body language	open-ended question
facial expressions	paraphrase
inflection	probing question
mirroring	slang
monotone	Standard English
nonverbal communication	
pitch	

Suggested Unit Projects
Choose At Least One

Cultural Nonverbal Communication Poster/PowerPoint You are a team of customer service consultants. You have been hired by a company that gives guided tours of your local community to tourists or businesspeople who are visiting. Your company wants to be more successful at giving tours to international travelers and have asked for your help. You will be assigned a specific country. You need to work together with your team to create a poster or PowerPoint that demonstrates appropriate nonverbal communication for people from that country.	Communication Skit: Working together in a group, you are going to develop a script for a skit to demonstrate positive customer service communication skills. You will be assigned a scenario to get you started. Your job is to work together to determine what the customer service employee should do or say to manage the situation

Suggested Structured Learning Experiences

DECA Student Store 150 Park Ave Paterson, NJ Paterson Public School, EHS@CAHTS	Wabi Sabi Japanese Fusion 407 Broad St, Bloomfield, NJ 07003 Carlyle Hotel NYC 76th /Madison Ave. 212-570-7173 Isha.Gulati@rosewoodhotels.com