

DESE Model Curriculum: Business Management (CIP Code: 52.0701/52.0101)

GRADE LEVEL/UNIT TITLE: 11-12/The Role of Communication

COURSE INTRODUCTION		
<p>An instructional program that generally describes the planning, organizing and controlling of a business, including organizational and human aspects, with emphasis on various theories of management, the knowledge and understanding necessary for managing people and functions, and decision making.</p> <p>Business management prepares students for administrative and management occupations. Students learn to make decisions based on data, develop leadership skills, and select appropriate management styles for varying employment situations. Not only is this area of study vital to the development of all business students, it also provides skills and knowledge that can be used effectively on many occasions when professional management skills are needed.</p> <p>This course is designed to help students develop an understanding of skills and resources needed to manage a business. Instruction includes a general overview of American business, forms of business ownership, personnel management, labor-management relations, public and human relations, taxation, and government regulations. The use of computers and software as tools in making business decisions in areas such as accounting, sales analysis, and inventory control is also introduced.</p>		
UNIT DESCRIPTION	SUGGESTED UNIT TIMELINE	
Students will learn about communication and its role in the workplace.	2 weeks	
	CLASS PERIOD (min.)	
	50 min.	
ESSENTIAL QUESTIONS		
<ol style="list-style-type: none"> 1. Professionalism is an important part of corporate etiquette, what is it and how does it apply to the workplace? 2. What is the connection between professional publications & the business world? 3. What role does communication play in the management of a business? 4. What are appropriate techniques for verbal and nonverbal communication in the workplace? 		
ESSENTIAL MEASURABLE LEARNING OBJECTIVES	MBA RESEARCH STANDARDS	DOK
1. Demonstrate effective communication skills (e.g., verbal, nonverbal, and technological communications and effective listening skills)	Understands the concepts, strategies, and systems used to obtain and convey ideas and information.	2
2. Apply communication skills to produce clearly written traditional and electronic documents	Understands the concepts, strategies, and systems used to obtain and convey ideas and information.	4
3. Explain the types of international communication issues	Understands the concepts, strategies, and systems used to obtain and convey ideas and information.	2
4. Deliver an oral presentation with appropriate media and aids	Understands the concepts, strategies, and systems used to obtain and convey ideas and information.	4

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5. Produce an agenda for conducting an effective meeting	Understands the concepts, strategies, and systems used to obtain and convey ideas and information.	3
6. Demonstrate facilitating techniques	Understands the concepts, strategies, and systems used to obtain and convey ideas and information.	2
7. Demonstrate the ability to dialogue with supervisors and staff	Understands the concepts, strategies, and systems used to obtain and convey ideas and information.	2
8. Differentiate levels and relationships on an organizational chart	Understands the concepts, strategies, and systems used to obtain and convey ideas and information.	3
9. Read and interpret information	Understands the concepts, strategies, and systems used to obtain and convey ideas and information.	4
ASSESSMENT DESCRIPTIONS		
<p>1. Meeting Agenda Rubric – students will create a meeting agenda for FBLA or DECA following a specific format. http://sllo.tamu.edu/sites/sllo.tamu.edu/files/Effective%2520Meetings%2520-%2520Rubric%2520-%25208-29-08.pdf</p> <p>2. Communication Barriers Rubric – students will create a presentation regarding communication barriers. www.readwritethink.org/files/resources/lesson.../OralRubric.pdf</p> <p>3. Essay Rubric – students will write an essay describing the organization and relationships of employees in a business. For differentiated instruction activity, use the organization chart rubric from section 2. www.readwritethink.org/files/resources/lesson.../rubric-essay2.pdf</p>		
OBJ. #	INSTRUCTIONAL STRATEGIES	
1, 7	1. Teacher led instruction on communication strategies (Lessons from Georgia and http://www.create4ms.org/).	
2, 5, 6	2. Student Assignment, Cooperative learning	
3, 9	3. Student research, cooperative learning	
8	4. Cooperative learning, student research, writing	
OBJ. #	INSTRUCTIONAL ACTIVITIES	
1, 7	1. Teacher led instruction on communication strategies.	
2, 5, 6	2. The student will create an electronic agenda for an upcoming group meeting (which ever they are involved in) FBLA or DECA meeting and submit to the teacher via email. The student will then facilitate the meeting.	
3, 9	3. Students will select a country to research and create an electronic presentation explaining the specific communication issues related to the researched country in relation to the United States.	
8	4. The student will work in teams to create a business that employs 500 people. Students should write a 500 word essay proposal for how the company should be organized, identifying levels and relationships between employees and management. For differentiated instruction, students could create an organization chart for the business.	

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UNIT RESOURCES

1. Glencoe: Business Management – Real World Applications and Connections
2. Georgia Department of Technical and Adult Education
3. Communication PowerPoint: www.bized.co.uk/sites/bized/files/docs/buscomm.ppt