COURSE INTRODUCTION:

Business Technology

Course Rationale: This area of instruction provides content for employment in one of the largest major occupational groups--administrative support. Demand in this career area will continue to expand as businesses utilize advanced office technology to increase their production efficiency and improve the quality of their products and services. This area of instruction benefits students by enhancing the software application skills and communication competencies needed by administrative support professionals and those students continuing their education.

Course Description: This course is designed to help students develop the qualities, knowledge, and skills necessary for working in a business. Students enhance computer application skills as they develop competencies needed by administrative support professionals. The content includes the use of technology to develop communication skills, the performance of office procedures tasks, the production of quality work using advanced features of business software applications, and the production of high quality employment portfolios and job-seeking documents. In addition, this course provides training or skills many employers find deficient: dealing with other people, using the telephone, organizing work, and handling other crucial tasks.

GRADE LEVEL/UNIT TITLE: 11-12/Apply Effective Communication Skills Course Code: 034330 CIP Code: 11.0103

UNIT DESCRIPTION:	**SUGGESTED UNIT TIMELINE: 1 MONTH**
Communicate effectively (written & verbally), demonstrate listening skills, and accessing information using electronic resources.	**CLASS PERIOD (min.): 50**

ESSENTIAL QUESTIONS:

1. How does one manage information and utilize technology to communicate effectively?
2. How do you determine the most effective form of business communication?
3. How can the use of professional, technical, and electronic resources increase productivity in school and the workplace?

ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	NBEA	DOK
1. Use correct grammar, spelling, and punctuation				L.11-12.2	COMM.I.D.2.2	**1**
2. Apply proofreading and editing skills					COMM.I.D.3.4	**2**
3. Select and use the appropriate communication tool for specific tasks (e.g., electronic, written, verbal)					COMM.II.B.4.2	**2**
4. Communicate appropriately with internal and external customers					COMM.III.A.3.1 COMM.III.A.3.7	**3**
5. Compose various business correspondence (i.e., e-mail, letter, memo)				WHST.11-12.2	COMM.I.D.1.6	**2**
6. Access information from professional, technical, and electronic resources					COMM.I.C.3.3 COMM.I.C.3.5	**3**
7. Deliver oral presentations using appropriate tools				SL.11-12.4	COMM.I.D.4.3 COMM.I.B.4.5	**4**
8. Demonstrate and interpret nonverbal communication					COMMI.A.3.3	**4**
9. Demonstrate effective listening skills					COMM.I.A.4.3	**2**

10. Demonstrate the ability to give and follow written and oral instructions					COMM.I.A.1.1 COMMI.C.1.8 COMM.I.D.2,5	**3**
11. Accurately receive and relay messages in a professional manner					CD.III.D.3.5	**2**
12. Identify factors affecting global communications (e.g., time, culture, exchange rates, human relations skills)					IB.II.A.2.2 IB.III.D.3.1	**4**

ASSESSMENT DESCRIPTIONS*: **(Write a brief overview here. Identify Formative/Summative. Actual assessments will be accessed by a link to PDF file or Word doc.)**

***Attach Unit Summative Assessment, including Scoring Guides/Scoring Keys/Alignment Codes and DOK Levels for all items. Label each assessment according to the unit descriptions above (i.e., Grade Level/Course Title/Course Code, Unit #.)**

Obj. #	**INSTRUCTIONAL STRATEGIES (research-based):** **(Teacher Methods)**
1, 2	**1. Demonstrate revising paragraphs using proofreading marks (online)**
3, 4, 5, 6	**2. Review proper business/personal letters from the FBLA format guide found online**
7, 8, 9, 10	**3. Review guidelines and show examples of various performance events for FBLA**
Obj. #	**INSTRUCTIONAL ACTIVITIES:** **(What Students Do)**
1, 2	**1. Students will read a paragraph and apply proper grammar, proofreading, and editing skills (see below)**
3, 4, 5, 6	**2. Students will create their own business/personal letters using proper formatting from the FBLA format guide (see below)**
7, 8, 9, 10	**3. Students will prepare and participate in a performance event through FBLA**

UNIT RESOURCES: (include internet addresses for linking)

http://www.educationworld.com/a_lesson/archives/edit.shtml

http://www.fbla-pbl.org/docs/FBLA-PBLFormat%20Guide2010.pdf

Resources@MCCE - BE DVD ROM 16.9, Upgrade your Communication Skills at Work: Email: Video Aided Instruction, ROSLYN HEIGHTS, NY, VIDEO AIDED INSTRUCTION, 2009. This program covers the must-know rules for using email efficiently and appropriately including: when to use email; proven email techniques that boost productivity; strategies for composing email messages that are succinct; writing subject lines; when to use “To:,” “Cc:,” and “Bcc:”; adding links and attachments; sample subject lines and email messages that illustrate key concepts. 1 hour and 5 minutes.

Resources@MCCE - BE DVD ROM 19.1, Communication Skills on the Job: Sunburst Visual Media, PLAINVIEW, NY, SUNBURST VISUAL MEDIA, 2006. This program uses vignettes to demonstrate good communication, covering such topics as introductions and titles, phone etiquette, asking questions, active listening, using I-messages, and communicating a positive attitude. Grades 7-12. 20 minutes.

Resources@MCCE - BE DVD ROM 19.4, Workplace Communication Skills: JIST, ST. PAUL, MN, JIST, 2012. This program teaches viewers about the importance of good communication in the workplace and how to improve upon these skills. Viewers get guidance for developing their verbal, listening, nonverbal, and written skills. The program depicts scenarios of good and poor communication skills in action and includes expert interviews on workplace communication. Also addresses communication through e-mail, voicemail, cell phones, video conferencing, and online sites like Facebook and Twitter. 50 minutes. Helpful pause points allow instructors to stop the program and discuss the material.

Resources@MCCE - C&E DVD ROM 48.2, Words, Camera, Action! How Body Language, Tone & Words Affect Communication: Linx Educational JACKSONVILLE, FL, LINX EDUCATIONAL, 2012. Viewers watch an acting troupe work through their assigned scenes to realize how dramatically communication skills can affect meaning and perception. Good communication skills not only helps the troupe with their craft, but in real life, as well. With help from their instructor, a communications expert, they learn the importance of body language, tone and words, whether playing a character on stage, making new friends at school or trying to get ahead in the workplace. Each of these skills are targeted and discussed in a scene created by each actor. Grades 6 - Adult. Includes Instructor's Guide. 24 minutes.

Resources@MCCE - FCS DVD ROM 100, Communicating with Tact, Candor and Credibility: Learning Seed, LAKE ZURICH, IL, LEARNING SEED, 2008. Program covers topics including: rephrasing: making ?talking points? tactfully; what to say: the art of scripting; lightweight speech patterns; and jargon-filled corporate speak. Shows how to connect with co-workers, team members and supervisors and introduces a four-step method to present your point of view with tact and diplomacy. Audience: General. 19 minutes.

Resources@MCCE - FCS VIDEO 225, Communicating Between Cultures: Learning Seed, LAKE ZURICH, IL, LEARNING SEED, 2004. Some "cultural givens" are so deeply imbedded in thought patterns they are invisible to those who hold them. This video shows how to make some of these

patterns visible and improve communication. A series of cross-cultural situations show how even good intentions often go astray. 23 minutes.

Resources@MCCE - G&C DVD ROM 34.1, The Seven Competency Skills For the Workplace: Human Relations Media, MT. KISCO, NY, HUMAN RELATIONS MEDIA, 2009. Program follows real life teens as they tackle their first jobs—waiter, grocery clerk, ice cream shop scooper, cashier, garden nursery worker—and learn what it takes to be a success. Good communication skills, leadership, adaptability, problem-solving, negotiation, computer literacy and the ability to juggle multiple demands are skills that will take teens from their first jobs through a lifetime of working. Each teen models these skills on the job; each boss talks about how mastery of these skills can help an employee move quickly up the ladder of success. Viewers are shown why these skills are fundamental to success in any job and how they can be further developed, strengthened and transferred from beginning jobs to more complex jobs. Grades 9 to College. 21 minutes.

Resources@MCCE - MCE DVD ROM 7.1, Upgrade your Communication Skills at Work: Ads & Brochures: Video Aided Instruction, ROSLYN HEIGHTS, NY, VIDEO AIDED INSTRUCTION, 2009. This program presents what experts know about crafting great ads, brochures, etc. that are designed to sell more of a company's products and/or services including: identifying customers; focusing on the right message; choosing the best format and venue; and, tracking results. 1 hour and 21 minutes.

Resources@MCCE - MCE DVD ROM 7.2, Upgrade Your Communication Skills At Work: Websites & Blogs: Video Aided Instruction, ROSLYN HEIGHTS, NY, VIDEO AIDED INSTRUCTION, 2009. In this program, advice is provided for turning a company's online presence into a resource that's useful, interactive, and a selling tool. Viewers can also learn how an organization can use websites and blogs to enhance its image, distribute information, connect with visitors, build a sense of community, and boost sales. This program includes: techniques for determining which features a website should include — and updating or revamping an existing site as appropriate; strategies for identifying the various types of people who visit a website; ways to engage website visitors by offering a user-friendly, interactive, and positive online experience; advice about creating and maintaining a blog; tips that can help get more hits and increase profits; sample webpages, blog posts, etc. that illustrate key concepts. 1 hour 16 minutes.