

DESE Model Curriculum: Introduction to Business (CIP Code 52.0101)

GRADE LEVEL/UNIT TITLE: 11-12/Communication and Interpersonal Skills

COURSE INTRODUCTION		
<p>This course is designed to introduce students to how business works in today’s society and to provide a foundation for other business courses. Content includes business functions such as accounting, management, marketing, and other consumer issues regarding money and money management, banking system and services, government’s role in business, and technology in the business world.</p> <p>Course rationale: An understanding of economic systems and consumerism provides the resources needed for students to explore business careers. The content in this area is vital to the career planning of business students as they develop knowledge of business functions and applicable skill. Personal skills such as banking, taxes, insurance, and others that impact their effectiveness as citizens and consumers are also taught.</p>		
UNIT DESCRIPTION	SUGGESTED UNIT TIMELINE	
Students will learn how communication and ethics can have an impact in the workplace.	12 Class Periods	
	CLASS PERIOD (min.)	
	50 min.	
ESSENTIAL QUESTIONS		
<ol style="list-style-type: none"> How does communication affect my chances of employment? What behaviors are acceptable in the work place to you? What are some consequences of unethical conduct? 		
ESSENTIAL MEASURABLE LEARNING OBJECTIVES	NBEA STANDARD	DOK
1. Follow verbal and written instructions	Com I.A.1 Com I.C.1.8 Com I.A.2.5 Com I.A.2.4 Com I.B.2.1 Com I.D.2.5	1
2. Employ good listening skills	Com II.A.4.2 Com II.A.2.4 Com III.B.E.6 Career II.C.1.1 Career III.B.3.2 Com II.A.1.3	2
3. Identify nonverbal communication techniques	Career IV.A.3.1 Career IV.B.1.1 Com III.E.3.1 BL I.A.3.1	1

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4. Give verbal and written instructions	Com III.E.3.2 BL I.A.3.2	2
5. Apply netiquette		4
6. Explain how diversity impacts the workplace		3
7. Identify appropriate workplace behaviors (e.g., awareness of issues relating to sexual harassment, business etiquette)		1
8. Identify and apply the decision-making process to a given situation		3
9. Identify unethical conduct and potential consequences		3
10. Differentiate between ethical and legal concepts		3
ASSESSMENT DESCRIPTIONS		
Students will create a PowerPoint presentation over communication and interpersonal skills. This is graded by a rubric.		
OBJ. #	INSTRUCTIONAL STRATEGIES	
1	1. Teacher will introduce the lesson with the communication_skills_survey as a bell ringer.	
3	2. The teacher will use the provided body_language PowerPoint Presentations to lead the discussion and instruct students to complete the body_language worksheet.	
8	3. The teacher will use the body_language lesson plan and decision_making_magic PowerPoint to lead a class discussion followed by student completion of the worksheets provided. The teacher may also decide to use the additional Cell Phone Decision and Pursuit of Happiness worksheets to reinforce the concepts.	
6	4. Teacher will break students into groups of 3 or 4 and provided students with copies of pages 3-10 depending upon what group they are in. Refer to glass_ceiling_lesson_plan . Teacher will monitor group work and discussions.	
9, 10	5. Teacher will provide copies of Ethics survey to students as a bell ringer followed by a discussion about the survey questions. Teacher will show the movie Erin Brockvich and students will complete worksheet. Other provided worksheets will be completed by students and after each worksheet the teacher will lead a class discussion on the questions and answers.	
7	6. Teacher will discuss the importance of workplace behavior and review the DEMONSTRATE PROPER WORKPLACE BEHAVIORS assessment and how and when it will be used as part of the class.	
4	7. Teacher will pass out the Follow Directions Worksheet and time the students for three minutes, afterward lead a discussion with students on the importance of following directions. The teacher will then assist students as they complete the letter project and the complaint letter project. (Senerios are listed on the complaint letter project)	
5	8. Teacher will provide students with articles and links on email etiquette, and assign students to a partner. The pairs will complete Netiquette project. When they finish, the teacher will facilitate as the class compiles their lists to come up with a business manual of email etiquette.	
2	9. Teacher will give quiz as a pre-assessment. Using listening skills , the teacher will read the directions out loud while students listen and follow them. The teacher will break students into groups for parts 2 and 3. The teacher will lead a discussion after parts 2 and 3 are	

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	complete. Students will retake the quiz to view improvement of listening skills.
OBJ. #	INSTRUCTIONAL ACTIVITIES
1	1. Students will complete a self-survey on their communication skills then analyze their skill level.
3	2. Students identify various body language scenarios and role play reading body language. PowerPoint and worksheets provided.
8	3. Students will summarize a problem and formulate how to make a decision based on the decision process. Decision making Magic lesson with PowerPoint, info sheet, lesson plan and answer key. Alternative activity provided.
6	4. Students will identify diversity in the workplace.
9, 10	5. Students will identify unethical conduct through various activities and practical making ethical decisions. Various ethic survey, case studies and activities provided.
7	6. Students will assess their workplace behavior and develop an improvement plan to improve their workplace behavior.
4	7. Students will following written directions and write a complaint letter.
5	8. Students will identify and apply proper netiquette.
2	9. Students will practice their listening skills.
UNIT RESOURCES	
n/a	