

Original Adoption:	2020/21
Created by:	EH
Revised on:	
Revised by:	

Ocean County CONTENT AREA Curriculum	
Content Area: Business	
Course Title: Communications for Business 2.5 credits	Grade Level: 9-12
Unit 1: Foundations of Professional Communication	18 periods
Unit 2: Engaging in Professional Communication: Reading and Writing	21 periods
Unit 3: Engaging in Professional Communication: Speaking & Listening	21 periods
Unit 4: Preparing for Professional Communication	20 periods

Philosophy

Unit 1: Foundations of Professional Communication

Duration: 3 weeks

Standards/Learning Targets

Communicating in the Workplace and the World

Types of Communication and Language

Communication Process

Focus Standards (Major Standards)

NJSLS-CLKS

2020 NJ Student Learning Standards - Career Readiness, Life Literacies, and Key Skills

<https://www.nj.gov/education/cccs/2020/2020%20NJSLS-CLKS.pdf>

- ***Career Awareness and Planning***
 - 9.2.12.CAP.3: Investigate how continuing education contributes to one's career and personal growth.
- **CRP4.** Communicate clearly and effectively and with reason.
- **CRP8.** Utilize critical thinking to make sense of problems and persevere in solving them
- **9.3.12.BM-MGT.2** Access, evaluate and disseminate information for business decision making

New Jersey ELA Standards

Language

- **L.11-12.6.** Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering

vocabulary knowledge when considering a word or phrase important to comprehension or expression independently
gather vocabulary knowledge when considering a word or phrase important to comprehension or expression

- **L.11-12.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. A. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

21st Century Themes/Careers: Through instruction in life and career skills, all students acquire the knowledge and skills needed to prepare for life as citizens and workers in the 21st century. For further clarification see NJ Standards at www.NJ.gov/education/aps/cccs/career/

- **CRP1.** Act as a Responsible and Contributing Citizen and Employee
- **CRP2.** Apply appropriate academic and technical skills.
- **CRP4.** Communicate clearly and effectively and with reason.
- **CRP5.** Consider the environmental, social and economic impacts of decisions.
- **CRP6.** Demonstrate creativity and innovation.
- **CRP7.** Employ valid and reliable research strategies.
- **CRP8.** Utilize critical thinking to make sense of problems and persevere in solving them.
- **CRP9.** Model integrity, ethical leadership and effective management.
- **CRP10.** Plan education and career paths aligned to personal goals.
- **CRP11.** Use technology to enhance productivity.
- **CRP12.** Work productively in teams while using cultural global competence.
- **9.1 Personal Financial Literacy-** This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.
- **9.2 Career Awareness, Exploration, and Preparation-** This standard outlines the importance of being knowledgeable

about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

- **9.3 Career and Technical Education-** This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.

Supporting and Additional Standards

NJSLS-CLKS

2020 NJ Student Learning Standards - Career Readiness, Life Literacies, and Key Skills

Career Awareness and Planning

9.2.12.CAP.3: Investigate how continuing education contributes to one's career and personal growth.

9.2.12.CAP.5: Assess and modify a personal plan to support current interests and postsecondary plans.

9.2.12.CAP.7: Use online resources to examine licensing, certification, and credentialing requirements at the local, state, and national levels to maintain compliance with industry requirements in areas of career interest

9.2.12.CAP.8: Determine job entrance criteria (e.g., education credentials, math/writing/reading comprehension tests, drug tests) used by employers in various industry sectors.

Creativity and Innovation

9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities

Critical Thinking and Problem Solving

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving

Information and Media Literacy

9.4.12.IML.7: Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change

New Jersey Core Curriculum Content Standards: 21st Century Life and Careers

9.3 Career and Technical Education CTE

<https://www.state.nj.us/education/cccs/2014/career/93.pdf>

BUSINESS MANAGEMENT AND ADMINISTRATION Career Cluster (BM)

9.3.12.BM.1 Utilize mathematical concepts, skills and problem solving to obtain necessary information for decision-making in business.

9.3.12.BM.3 Explore, develop and apply strategies for ensuring a successful business career.

9.3.12.BM.5 Implement systems, strategies and techniques used to manage information in a business.

PATHWAY: GENERAL MANAGEMENT (BM-MGT)

9.3.12.BM-MGT.2 Access, evaluate and disseminate information for business decision making.

9.3.12.BM-MGT.4 Employ and manage techniques, strategies and systems to enhance business relationships.

PATHWAY: Human Resources Management (BM-HR)

9.3.12.BM-HR.3 Motivate and supervise personnel to achieve completion of projects and business goals.

Primary Interdisciplinary Connections: Infused within the unit are connections to the NJSLs for Mathematics, Language Arts Literacy.

Cross-Curricular Content Standards to be Self-Cited Where/When Appropriate

<https://www.nj.gov/education/cccs/2016/ela/crosswalk.pdf>

Reading

- **RI.11-12.6.** Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text. § an author's style, content and use of

effective rhetoric can contribute to the power, persuasiveness, and beauty of the text determine the author's point-of-view and purpose in particularly effective text analyze how the author's style and content contribute to the power, persuasiveness or beauty of the text

Speaking

- **SL.11-12.4.** Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience
- **SL.11-12.3.** Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. § evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric assess the speakers, stance, premises, links among ideas, word choice, points of emphasis, and tone

Language

- **L.11-12.6.** Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression independently gather vocabulary knowledge when considering a word or phrase important to comprehension or expression
- **L.11-12.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. A. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

Writing

- **W.11-12.2.** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. informative and explanatory texts examine and convey complex ideas, concepts, and information through the effective selection, organization and analysis of content

Writing History, Science and Technical Subjects

- **WHST.11-12.2.** Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. A. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. B. Develop the topic thoroughly by selecting

the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's

TECHNOLOGY STANDARDS and APPLY explicit standards as appropriate.

Additional content-specific information

2020 New Jersey Student Learning Standards – Career Readiness, Life Literacies, and Key Skills Introduction

<https://www.nj.gov/education/cccs/2020/2020%20NJSL-CLKS.pdf>

Digital Citizenship

Cultivating online reputations for employers and academia requires separating private and professional digital identities

- 9.4.12.DC.6: Select information to post online that positively impacts personal image and future college and career opportunities.

Technology Literacy

Digital tools differ in features, capacities, and styles. Knowledge of different digital tools is helpful in selecting the best tool for a given task.

- 9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specific task

Collaborative digital tools can be used to access, record and share different viewpoints and to collect and tabulate the views of groups of people.

- 9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.
- 9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem

Evidence of Student Learning

Performance Tasks/Use of Technology:

Successful teaching and learning requires more than a summative assessment at the end of the year. Educators need a new system of assessments to evaluate how well our students are learning and understanding. There are many classroom evaluations beyond traditional standardized testing that can determine whether students are successfully learning.

Other Assessments

Summative Assessments

- Chapter Test your Knowledge

Formative Assessments

- Key vocabulary terms
- Listen and speak
 - research & presentations of a career choice
 - Partner & prepare a presentation of your choice
 - Communication exchange partner
- Read & write - case study

Assess

- Knowledge about the importance of history of professional communication
- How to communicate in a diverse workplace
- The importance of navigating social and ethical responsibilities in the development as a professional communicator.

	<ul style="list-style-type: none"> ● Differentiating between the types of communication (verbal, nonverbal, visual, and written) ● Differentiating between the types of language (formal, informal, technical) ● Communication process & how it contributes to the understanding of a message ● How to prevent miscommunication <p>Alternative Assessments</p> <ul style="list-style-type: none"> ● Create & design - <ul style="list-style-type: none"> ○ a communication tools and technology timeline ○ read & answer 3 scenarios ○ identify a time when you experienced miscommunication
Content	Skills
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> ● Knowledge about the importance of history of professional communication 	<p><i>Students will be able to..</i></p> <p>The student can demonstrate:</p>

<ul style="list-style-type: none"> • How to communicate in a diverse workplace • The importance of navigating social and ethical responsibilities in the development as a professional communicator. • Differentiating between the types of communication (verbal, nonverbal, visual, and written) • Differentiating between the types of language (formal, informal, technical) • Communication process & how it contributes to the understanding of a message • How to prevent miscommunication 	<ul style="list-style-type: none"> • Define and recognize examples of professional communication • Understand the history of communication • Explain ethical and social issues in professional communication • Describe communication in a diverse workplace • Identify the types of communication • Differentiate between formal, informal, and technical language • Explain the channels of communication • Identify the communication process • Differentiate between encoding, decoding, sending, and receiving • Explain communication filters
Instructional Plan	
Suggested Activities	Resources
<p><u>Unit 1 Lessons</u></p> <ul style="list-style-type: none"> • <u>Ch 1-</u> Communicating in the Workplace and the World • <u>Ch 2</u> - Types of Communication and Language • <u>Ch 3</u> - Communication Process • <p><u>Utilize:</u></p> <ul style="list-style-type: none"> • Digital Student Companion Site <p><u>Highlight key terms:</u></p>	<p>*Additional Resources</p> <ul style="list-style-type: none"> • https://www.businesscommunication.org/ • https://www.dalecarnegie.com/en • https://www.ted.com/talks • https://www.affordablecollegesonline.org/college-resource-center/college-writing-guide/ • https://www.discoverbusiness.us/ • Additional career & business websites as needed

- To provide a deeper understanding of professional communication concepts

Analyze Visuals/Figures:

- Analysis of information illustrated for understanding and reference

Highlight Technology & Communications:

- Reference to the multitude of technologies in the workplace

Discuss:

- Did you know questions? - facts and statistics about business and professional communication

Explore:

- Career Connections

Suggested Options for Differentiation

Modifications: (ELLs, Special Education)

- * Follow all IEP modifications/504 plan

- * Teacher assistance as needed
- * Peer collaboration
- * Cooperative learning groups
- * Modified assignments
- * Differentiated instruction

Presentation accommodations allow a student to:

- * Listen to audio recordings instead of reading text
- * Work with fewer items per page or line and/or materials in a larger print size
- * Hear instructions orally
- * Have another student share class notes with him
- * Use visual presentations
- * Be given a written list of instructions

Response accommodations allow a student to:

- * Give responses in a form (oral or written) that's easier
- * Use a spelling dictionary or electronic spell-checker

Setting accommodations allow a student to:

- * Work or take a test in a different setting, such as a quiet room with few distractions
- * Sit where he learns best (for example, near the teacher)
- * Use special lighting or acoustics

English Language Learners

- Chunk/limit information
- Speak slowly
- Limit number of questions
- Partner with a strong English speaking partner
- Extended time
- Modified assignments

Special Education/504 Plans

- Follow specific IEP/504 accommodations and modifications
- Extended time
- Modified assignments
- Pre-teach concepts
- Differentiate assignments
- Allow alternate assignments and assessments

Gifted and Talented

- Differentiate assignments
- Higher level texts
- Complete different homework problems than peers
- Differentiate test questions
- Create alternate projects or assignments that challenge thinking

Students at Risk of School Failure

- Small group instruction
- Frequent breaks
- Model how assignments should look
- Incorporate social/emotional discussions
- Encourage and monitor positive peer collaboration
- Provide academic resources for both home and school use

Provide incentives to increase motivation and collaboration

Core Instructional and Supplemental Materials

EBook and E consumable

Ebook: Business and Professional Communications: Essential Communication Skills for Today's Workplace

Additional Materials/Resources:

On-line resources:

- Student Companion Site

Teacher Notes:

Essential Questions:

- Why is professional communication important to learn?
- What types of business and professional communications will you encounter in the workplace?
- If you had to communicate with someone who spoke a different language, how would you go about it?
- What ethical considerations should you think about when communicating professionally?

**Unit 2: Engaging in Professional Communication:
Reading and Writing**

Duration: 4 weeks

Standards/Learning Targets

Reading - point of view

Reading - evaluate & interpret written information

Reading - differentiate methods (eg. skim, summarize, etc)

Formal Business Writing

Focus Standards (Major Standards)

NJSLS-CLKS

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Performance Tasks/Use of Technology:

Successful teaching and learning requires more than a summative assessment at the end of the year. Educators need a new system of assessments to evaluate how well our students are learning and understanding. There are many classroom evaluations beyond traditional standardized testing that can determine whether students are successfully learning.

Other Assessments

Summative Assessments

- Chapter Test your Knowledge

Formative Assessments

- Key vocabulary terms
- Listen and speak
 - listen & take notes of a podcast/video
 - teamwork to explain types of formal writing
- Read & write - case study

Assess

- Identify purpose and point of view
- Evaluate and interpret written information
- Differentiate reading methods
- Identify types of formal writing
- Compose formal written messages
- Adapt language for formal writing situations

Alternative Assessments

- Create & design
 - evaluate a business article of your choice
 - “how to” instruction document

Knowledge and Skills

Content	Skills
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> • How to identify and use reading strategies • How interpret and evaluate information • How to determine the best method for reading • How to identify formal writing • How to compose and format formal writing • How to adapt language for audience, purpose, intent, and situation to communicate a clear message 	<p><i>Students will be able to..</i></p> <ul style="list-style-type: none"> • Identify purpose and point of view • Evaluate and interpret written information • Differentiate reading methods • Identify types of formal writing • Compose formal written messages • Adapt language for formal writing situations
Instructional Plan	
Suggested Activities	Resources
<p><u>Unit 2 Lessons</u></p> <ul style="list-style-type: none"> • <u>Ch 4-</u> Reading • <u>Ch 7 -</u> Formal Writing <p><u>Utilize:</u></p> <ul style="list-style-type: none"> • Digital Student Companion Site <p><u>Highlight key terms:</u></p> <ul style="list-style-type: none"> • To provide a deeper understanding of professional communication concepts <p><u>Analyze Visuals/Figures:</u></p>	<p>*Additional Resources</p> <ul style="list-style-type: none"> • https://www.businesscommunication.org/ • https://www.dalecarnegie.com/en • https://www.ted.com/talks • https://www.affordablecollegesonline.org/college-resource-center/college-writing-guide/ • https://www.discoverbusiness.us/ • Additional career & business websites as needed

- Analysis of information illustrated for understanding and reference

Highlight Technology & Communications:

- Reference to the multitude of technologies in the workplace

Discuss:

- Did you know questions? - facts and statistics about business and professional communication

Explore:

- Career Connections

Modifications: (ELLs, Special Education)

- * Follow all IEP modifications/504 plan
- * Teacher assistance as needed
- * Peer collaboration

- * Cooperative learning groups
- * Modified assignments
- * Differentiated instruction

Presentation accommodations allow a student to:

- * Listen to audio recordings instead of reading text
- * Work with fewer items per page or line and/or materials in a larger print size
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- Extended time
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Gifted and Talented

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Students at Risk of School Failure

- Small group instruction
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- Model how assignments should look
- Incorporate social/emotional discussions
- Encourage and monitor positive peer collaboration
- Provide academic resources for both home and school use

Provide incentives to increase motivation and collaboration

Core Instructional and Supplemental Materials

EBook and Digital Student Companion

Ebook: Business & Professional Communications: Essential Communication Skills for Today's Workplace

Additional Materials/Resources:

On-line resources:

- Student Companion Site

Teacher Notes:

Essential Questions:

- Why is professional communication important to learn?
- What types of business and professional communications will you encounter in the workplace?
- If you had to communicate with someone who spoke a different language, how would you go about it?
- What ethical considerations should you think about when communicating professionally?
- Why should you assess your situation and intent before writing a formal document?
- How might a formal document be formatted differently than an informal document?
- How do you find quality references to include in a formal piece of writing?

**Unit 3: Engaging in Professional Communication:
Speaking and Listening**

Duration: 4 weeks

Standards/Learning Targets

Formal Speaking and Presenting

Active Listening

Focus Standards (Major Standards)

NJSLS-CLKS

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- **9.3.12.BM.3** Explore, develop and apply strategies for ensuring a successful business career.
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New Jersey ELA Standards

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- **SL.11-12.3.** Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. § evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric assess the speakers, stance, premises, links among ideas, word choice, points of emphasis, and tone

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- **CRP1.** Act as a Responsible and Contributing Citizen and Employee
- **CRP2.** Apply appropriate academic and technical skills.
- **CRP4.** Communicate clearly and effectively and with reason.
- **CRP5.** Consider the environmental, social and economic impacts of decisions.

- **CRP6.** Demonstrate creativity and innovation.
- **CRP7.** Employ valid and reliable research strategies.
- **CRP8.** Utilize critical thinking to make sense of problems and persevere in solving them.
- **CRP9.** Model integrity, ethical leadership and effective management.
- **CRP10.** Plan education and career paths aligned to personal goals.
- **CRP11.** Use technology to enhance productivity.
- **CRP12.** Work productively in teams while using cultural global competence.
- **9.1 Personal Financial Literacy-** This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.
- **9.2 Career Awareness, Exploration, and Preparation-** This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.
- **9.3 Career and Technical Education-** This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.

Supporting and Additional Standards

NJSLS-CLKS

2020 NJ Student Learning Standards - Career Readiness, Life Literacies, and Key Skills

Career Awareness and Planning

9.2.12.CAP.3: Investigate how continuing education contributes to one's career and personal growth.

9.2.12.CAP.5: Assess and modify a personal plan to support current interests and postsecondary plans.

9.2.12.CAP.7: Use online resources to examine licensing, certification, and credentialing requirements at the local, state, and national levels to maintain compliance with industry

requirements in areas of career interest

9.2.12.CAP.8: Determine job entrance criteria (e.g., education credentials, math/writing/reading comprehension tests, drug tests) used by employers in various industry sectors.

Creativity and Innovation

9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities

Critical Thinking and Problem Solving

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving

Information and Media Literacy

9.4.12.IML.7: Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change

New Jersey Core Curriculum Content Standards: 21st Century Life and Careers

9.3 Career and Technical Education CTE

<https://www.state.nj.us/education/cccs/2014/career/93.pdf>

BUSINESS MANAGEMENT AND ADMINISTRATION Career Cluster (BM)

9.3.12.BM.1 Utilize mathematical concepts, skills and problem solving to obtain necessary information for decision-making in business.

9.3.12.BM.3 Explore, develop and apply strategies for ensuring a successful business career.

9.3.12.BM.5 Implement systems, strategies and techniques used to manage information in a business.

PATHWAY: GENERAL MANAGEMENT (BM-MGT)

9.3.12.BM-MGT.2 Access, evaluate and disseminate information for business decision making.

9.3.12.BM-MGT.4 Employ and manage techniques, strategies and systems to enhance business relationships.

PATHWAY: Human Resources Management (BM-HR)

9.3.12.BM-HR.3 Motivate and supervise personnel to achieve completion of projects and business goals.

Primary Interdisciplinary Connections: Infused within the unit are connections to the NJSLs for Mathematics, Language Arts Literacy.

Cross-Curricular Content Standards to be Self-Cited Where/When Appropriate

<https://www.nj.gov/education/cccs/2016/ela/crosswalk.pdf>

Reading

- **RI.11-12.6.** Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text. § an author's style, content and use of effective rhetoric can contribute to the power, persuasiveness, and beauty of the text determine the author's point-of-view and purpose in particularly effective text analyze how the author's style and content contribute to the power, persuasiveness or beauty of the text

Speaking

- **SL.11-12.4.** Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience
- **SL.11-12.3.** Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. § evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric assess the speakers, stance, premises, links among ideas, word choice, points of emphasis, and tone

Language

- **L.11-12.6.** Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression independently gather vocabulary

knowledge when considering a word or phrase important to comprehension or expression

- **L.11-12.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. A. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

Writing

- **W.11-12.2.** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. informative and explanatory texts examine and convey complex ideas, concepts, and information through the effective selection, organization and analysis of content

Writing History, Science and Technical Subjects

- **WHST.11-12.2.** Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. A. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. B. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's

TECHNOLOGY STANDARDS and APPLY explicit standards as appropriate.

Additional content-specific information

2020 New Jersey Student Learning Standards – Career Readiness, Life Literacies, and Key Skills Introduction

<https://www.nj.gov/education/cccs/2020/2020%20NJSLS-CLKS.pdf>

Digital Citizenship

Cultivating online reputations for employers and academia requires separating private and professional digital identities

- 9.4.12.DC.6: Select information to post online that positively impacts personal image and future college and career opportunities.

Technology Literacy

Digital tools differ in features, capacities, and styles. Knowledge of different digital tools is helpful in selecting the best tool for a given task.

- 9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specific task

Collaborative digital tools can be used to access, record and share different viewpoints and to collect and tabulate the views of groups of people.

- 9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.
- 9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem

Evidence of Student Learning

Performance Tasks/Use of Technology:

Successful teaching and learning requires more than a summative assessment at the end of the year. Educators need a new system of assessments to evaluate how well our students are learning and understanding. There are many classroom evaluations beyond traditional standardized testing that can determine whether students are successfully learning.

Other Assessments

Summative Assessments

- Chapter Test your Knowledge

Formative Assessments

- Key vocabulary terms
- Listen and speak -
 - Research & present an informal presentation about an area of employment that is of interest

- Develop interview questions to ask a potential employee
- Use the conflict resolution model

- Read & write - case study

Assess

- Identify occasions for formal presentations
- Conduct and deliver a formal presentation
- Evaluate strategies for effective presenting
- Describe the components of the listening process
- Differentiate and explain specific kinds of listening
- Apply critical listening strategies to formal and informal presentations
- Demonstrate positive leadership skills through listening

Alternative Assessments

- Create & design
 - develop a career plan
 - prepare a resume
 - Teamwork - prepare an emergency safety plan for a building

Knowledge and Skills

Content	Skills
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> • How to identify formal speaking • Controlling the use of voice and body language helps to contribute to a successful speech • That visual and auditory aids enhance a presentation • That being an active listener is important for success in any profession • That there are several strategies to help you develop listening skills 	<p><i>Students will be able to..</i></p> <ul style="list-style-type: none"> • Identify occasions for formal presentations • Conduct and deliver a formal presentation • Evaluate strategies for effective presenting • Describe the components of the listening process • Differentiate and explain specific kinds of listening • Apply critical listening strategies to formal and informal presentations • Demonstrate positive leadership skills through listening
Instructional Plan	
Suggested Activities	Resources
<p><u>Unit 3 Lessons</u></p> <ul style="list-style-type: none"> • <u>Ch 9-</u> Formal Speaking and Presenting • <u>Ch 10-</u> Active Listening <p><u>Utilize:</u></p> <ul style="list-style-type: none"> • Digital Student Companion Site <p><u>Highlight key terms:</u></p> <ul style="list-style-type: none"> • To provide a deeper understanding of professional communication concepts 	<p>*Additional Resources</p> <ul style="list-style-type: none"> • https://www.businesscommunication.org/ • https://www.dalecarnegie.com/en • https://www.ted.com/talks • https://www.affordablecollegesonline.org/college-resource-center/college-writing-guide/ • https://www.discoverbusiness.us/ • Additional career & business websites as needed

Analyze Visuals/Figures:

- Analysis of information illustrated for understanding and reference

Highlight Technology & Communications:

- Reference to the multitude of technologies in the workplace

Discuss:

- Did you know questions? - facts and statistics about business and professional communication

Explore:

- Career Connections

Modifications: (ELLs, Special Education)

- * Follow all IEP modifications/504 plan
- * Teacher assistance as needed
- * Peer collaboration
- * Cooperative learning groups
- * Modified assignments

- * Differentiated instruction

Presentation accommodations allow a student to:

- * Listen to audio recordings instead of reading text
- * Work with fewer items per page or line and/or materials in a larger print size
- * Hear instructions orally
- * Have another student share class notes with him
- * Use visual presentations
- * Be given a written list of instructions

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- * Use special lighting or acoustics

English Language Learners

- Chunk/limit information
- Speak slowly
- Limit number of questions
- Partner with a strong English speaking partner
- Extended time
- Modified assignments

Special Education/504 Plans

- Follow specific IEP/504 accommodations and modifications
- Extended time
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- Pre-teach concepts
- Differentiate assignments
- Allow alternate assignments and assessments

Gifted and Talented

- Differentiate assignments
- Higher level texts
- Complete different homework problems than peers
- Differentiate test questions
- Create alternate projects or assignments that challenge thinking

Students at Risk of School Failure

- Small group instruction
- Frequent breaks
- Model how assignments should look
- Incorporate social/emotional discussions
- Encourage and monitor positive peer collaboration
- Provide academic resources for both home and school use

Provide incentives to increase motivation and collaboration

Core Instructional and Supplemental Materials

EBook and Digital Student Companion

Ebook: Business & Professional Communications: Essential Communication Skills for Today's Workplace

Additional Materials/Resources:

On-line resources:

- Student Companion Site

Teacher Notes:

Essential Questions:

- When tasked with delivering a presentation, how do you typically define what topic to speak about?
- How would you approach organizing a formal speech? What areas of your presenting style could you improve and why?
- How does humor play a role in presentations?
- When presenting, how often do you use body language and pronunciation?
- What qualities does an active listener have?
- What is the difference between active and passive listening?
- What does listening with a purpose mean?
- How can you demonstrate respect while listening?

Unit 4: Exploring Professional Opportunities	Duration: 4 weeks
Standards/Learning Targets	
Explain ways to prepare for employment	
Identify skills needed for employment	

Investigate different strategies used to find jobs

Focus Standards (Major Standards)

NJSLS-CLKS

2020 NJ Student Learning Standards - Career Readiness, Life Literacies, and Key Skills

www.NJ.gov/education/aps/cccs/career/

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Career Awareness and Planning

- **9.2.12.CAP.3:** Investigate how continuing education contributes to one's career and personal growth.
- **9.2.12.CAP.5:** Assess and modify a personal plan to support current interests and postsecondary plans.
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Creativity and Innovation

- **9.4.12.CI.2:** Identify career pathways that highlight personal talents, skills, and abilities
- **CRP4.** Communicate clearly and effectively and with reason.
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- **9.3.12.BM-MGT.2** Access, evaluate and disseminate information for business decision making

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Global and Cultural Awareness

9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect

Information and Media Literacy

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Additional content-specific information

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propose a resolution to a real-world problem

Evidence of Student Learning

Performance Tasks/Use of Technology:

Successful teaching and learning requires more than a summative assessment at the end of the year. Educators need a new system of assessments to evaluate how well our students are learning and understanding. There are many classroom evaluations beyond traditional standardized testing that can determine whether students are successfully learning.

Other Assessments

Summative Assessments

- Chapter Test your Knowledge

Formative Assessments

- Key vocabulary terms
- Listen and speak
 - Research & present an informal presentation about a career
 - Develop interview questions to ask an employee
 - Intervene in a conflict using the conflict resolution model
- Read & write - case study

	<p>Assess</p> <ul style="list-style-type: none"> ● Explain ways to prepare for employment ● Identify skills needed for employment ● Investigate different strategies used to find jobs ● Create a resume ● Understand the interview process ● Describe an employment portfolio ● Understand group dynamics ● Identify members of a professional group ● Assess and resolve conflict in the workplace <p>Alternative Assessments</p> <ul style="list-style-type: none"> ● Create & design <ul style="list-style-type: none"> ○ develop a career plan ○ prepare a resume ○ Teamwork - prepare an emergency safety plan for a building
Knowledge and Skills	
Content	Skills
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> ● How to prepare for employment ● How to identify skills needed for employment ● How to investigate different strategies to find a job 	<p><i>Students will be able to..</i></p> <ul style="list-style-type: none"> ● Explain ways to prepare for employment ● Identify skills needed for employment ● Investigate different strategies used to find jobs

- Creation of a SMART goal and career plan will help to prepare for employment

- Create a resume
- Understand the interview process
- Describe an employment portfolio
- Understand group dynamics
- Identify members of a professional group
- Assess and resolve conflict in the workplace

Instructional Plan

Suggested Activities

Unit 4 Lessons

- Ch 11- Exploring Professional Opportunities
- Ch 12- Preparing for an Interview
- CH 13- Teamwork

Utilize:

- Digital Student Companion Site

Highlight key terms:

- To provide a deeper understanding of professional communication concepts

Analyze Visuals/Figures:

- Analysis of information illustrated for understanding and reference

Highlight Technology & Communications:

Resources

*Additional Resources

- <https://www.businesscommunication.org/>
- <https://www.dalecarnegie.com/en>
- <https://www.ted.com/talks>
- https://owl.purdue.edu/owl/subject_specific_writing/professional_technical_writing/effective_workplace_writing/index.html
- <https://edu.gcfglobal.org/en/>
- <https://www.affordablecollegesonline.org/college-resource-center/college-writing-guide/>
- <https://www.discoverbusiness.us/>
- Additional career & business websites as needed

- Reference to the multitude of technologies in the workplace

Discuss:

- Did you know questions? - facts and statistics about business and professional communication

Explore:

- Career Connections

Suggested Options for Differentiation

Modifications: (ELLs, Special Education)

- * Follow all IEP modifications/504 plan
- * Teacher assistance as needed
- * Peer collaboration
- * Cooperative learning groups
- * Modified assignments
- * Differentiated instruction

Presentation accommodations allow a student to:

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- Small group instruction
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- Provide academic resources for both home and school use

Provide incentives to increase motivation and collaboration

Core Instructional and Supplemental Materials

EBook and Digital Student Companion

Ebook: Business & Professional Communications: Essential Communication Skills for Today's Workplace

Additional Materials/Resources:

On-line resources:

- Student Companion Site

Teacher Notes:

Essential Questions:

- What would be your dream job and why?
- What type of education, skills, and training will you need to acquire your dream job?

- What personal qualities do you possess that you believe would make you a good employee?
- If you were to start your own business, what would it be and why?
- What can you do to prepare for a job interview?
- What information should you include in a resume?
- If you were to create a portfolio to share with a potential employer, what would you include in it and why?
- Think of three people you could ask to be a reference for you when applying for a job. Why would these three people be a good choice?
- How well do you communicate when working with a team?
- What role do you usually play when working in groups to complete a project?
- Think about the last time you worked in a group—what were the group dynamics like?
- What does professional behavior look like when working in groups?

