

DESE Model Curriculum

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

Course Code: 034300

COURSE INTRODUCTION:

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.

Course Description: 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.

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UNIT DESCRIPTION: Students will learn how communication and ethics can have an impact in the workplace.		SUGGESTED UNIT TIMELINE: 12 Class Periods CLASS PERIOD (min.): 50 MINUTES				
ESSENTIAL QUESTIONS: 1. How does communication affect my chances of employment? 2. What behaviors are acceptable in the work place to you? 3. What are some consequences of unethical conduct?						
ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/ CLEs	PS	CCSS	National Business Education Association Standards	DOK
1. Follow verbal and written instructions				SL.11-12.1.b SL.11-12.1.c SL.11-12.1.d	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

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2. Employ good listening skills				SL.11-12.1.b SL.11-12.1.c SL.11-12.1.d	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				SL.9-10.2 RI.11-12.2 RI.11-12.3	Career IV.A.3.1 Career IV.B.1.1 Com III.E.3.1 BL I.A.3.1	1
4. Give verbal and written instructions				WHST.11-12.4 SL.11-12.1.c SL.11-12.2	Com III.E.3.2 BL I.A.3.2	2
5. Apply netiquette				WHST.11-12.4 WHST.11-12.6		4
6. Explain how diversity impacts the workplace				W.11-12.1.a W.11-12.1.b W.11-12.1.c W.11-12.1.d W.11-12.1.e		3
7. Identify appropriate workplace behaviors (e.g., awareness of issues relating to sexual harassment, business etiquette)				RI.11-12.2 RI.11-12.3		1
8. Identify and apply the decision-making process to a given situation				RI.11-12.2 RI.11-12.3 RI.11-12.7		3
9. Identify unethical conduct and potential consequences				RI.11-12.2 RI.11-12.3		3
10. Differentiate between ethical and legal concepts				RI.11-12.5		3

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ASSESSMENT DESCRIPTIONS*: (Write a brief overview here. Identify Formative/Summative. Actual assessments will be accessed by a link to PDF file or Word doc.) Students will create a PowerPoint presentation over communication and interpersonal skills. This is graded by a rubric. *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	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 Brockovich 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.

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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 complete. Students will retake the quiz to view improvement of listening skills.
Obj. #	INSTRUCTIONAL ACTIVITIES: (What Students Do)
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: (include internet addresses for linking) www.mcce.org – Resources @ MCCE: BE 13.1303 L18 - 50 Communication Skills Activities Karen Lawson , PhD KING OF PRUSSIA, PA, HRDQ, 2000. BOOK — Lay the groundwork for skill development with this collection of 50 activities. These exercises are basic enough to incorporate into any training program that includes communication skills. BE 13.1303 L722 - Effective Workplace Communication, Third Edition	

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Marsha Ludden

INDIANAPOLIS, IN, JIST PUBLISHING, 2007.

BOOK — This edition is designed to engage readers' interest and help develop their skills with clear and concise explanations of principles of effective listening, oral, written, and nonverbal communication. Several workplace scenarios are presented in which readers can test their skills in applying those principles.

BE CD ROM 16 - Breaking the Barriers: Improving Communication Skills

Cambridge Educational

LAWRENCEVILLE, NJ, CAMBRIDGE EDUCATIONAL, 2003.

CD ROM — Two-CD-ROM set exposes the entire range of communication barriers while providing users with an opportunity to apply what they learn through interactive video scenarios of real-world workplace situations. The tutorial exposes the potential pitfalls of spoken, written, and visual communication. In addition to a wide variety of basic issues, such as talking too fast, writing imprecisely, and not paying attention, many subtle issues are also addressed, like cultural insensitivity, negative body language, bad timing, choosing the wrong medium, and jumping to conclusions.

BE DVD ROM 16.3 - Telephone Skills and Tips

The School Company

VANCOUVER, WA, THE SCHOOL COMPANY, 2005.

DVD ROM — This program is designed to help the viewer understand the importance of creating a positive rapport with customers when using the telephone. How to project a caring attitude, respond to hostile customers, and create a positive image for the company. High School, Post-secondary and Adult. 16 minutes.

BE DVD ROM 16.9 - Upgrade your Communication Skills at Work: Email

Video Aided Instruction

ROSLYN HEIGHTS, NY, VIDEO AIDED INSTRUCTION, 2009.

DVD ROM — 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.

BE DVD ROM 19.1 - Communication Skills on the Job

Sunburst Visual Media

PLAINVIEW, NY, SUNBURST VISUAL MEDIA, 2006.

DVD ROM — This program uses vignettes to demonstrate good communication, covering such topics as introductions and titles, phone

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etiquette, asking questions, active listening, using I-messages, and communicating a positive attitude. Grades 7-12. 20 minutes.

BE DVD ROM 19.2 - Communicating with Tact, Candor and Credibility

Learning Seed

LAKE ZURICH, IL, LEARNING SEED, 2008.

DVD ROM — 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.

BE DVD ROM 19.3 - Business Writing

Teachers Video Company

SCOTTSDALE, AZ, TEACHER'S VIDEO COMPANY, 2001.

DVD ROM — Effective writing is an essential skill for any business career. This program teaches students to write professional-looking documents using the language of business. Students are presented with the professional form for letters, memos, and emails. 30 minutes. Grades 9-12.

BE DVD ROM 19.4 - Workplace Communication Skills

JIST

ST. PAUL, MN, JIST, 2012.

DVD ROM — 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.

BE DVD ROM 46 - Nonverbal Communication & Positive Body Language

The School Company

VANCOUVER, WA, THE SCHOOL COMPANY, 2005.

DVD ROM — This program describes the various components of non-verbal communication and how it contributes to success or failure in the workplace. Points out that when verbal and non-verbal communication conflicts, customers trust the non-verbal messages. High School, Post-secondary and Adult. 17 minutes.

BE VIDEO 65 - Communicating Between Cultures

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Learning Seed

LAKE ZURICH, IL, LEARNING SEED, 2004.

VIDEO — 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.

BE VIDEO 67 - Non-verbal Communication in the Global Marketplace

De Visuals

SUNRISE, FL, DE VISUALS, 2004.

VIDEO — This program shows the mechanics of nonverbally communicating through gestures, proxemics, and other techniques. Also exposes the viewer to the vast array of interpretations of similar techniques throughout the global marketplace. Each country/culture/ethnic group communicates differently and this program discusses how people use their eyes, facial expressions, posture, gestures, and proxemics, as well as clothing and accessories to communicate. High School, Post-secondary and Adult. 24 minutes.

E&D 11.0000 P314 - Comparing Cultures: A Cooperative Approach to a Multicultural World (Revised)

John W. Pickering

PORTLAND, ME, J. WESTON WALCH, 1999.

BOOK — This book is designed to expose students to Bolivia, Canada, Russia, Korea, Tasmania, and Ghana, concluding with the creation of their own culture, language, customs, and more. Cooperative learning and critical-thinking skills are developed through activities that integrate personal experiences with classroom materials. Contains material for approximately 24 class periods, Grades 7 - 12.

BE 13.1303 B585 - Don't Take the Last Donut: New Rules of Business Etiquette

Judith Bowman

FRANKLIN LAKES, NJ, CAREER PRESS, 2007.

BOOK — This book provides the reader with the tools needed to be confident in any business setting?from pitch to presentation, from networking to contract negotiations, and everything in between. Addresses the art of small talk, the protocol of the perfect business introduction, and the many nuances of the business lunch. Included are: The protocol of the proper business introduction; The art of creating a positive first impression; Tips for fool-proof small talk; How to manage an awkward moment; How to gracefully work a room; The vast differences in rules of etiquette around the world.

BE DVD ROM 16.1 - Manners for the Real World: Basic Social Skills, Revised 2008

Coulter Video, Inc.

WINSTON SALEM, NC, COULTER VIDEO, INC., 2004.

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DVD ROM — This program demonstrates how to act during some of the most common interactions between people. Designed for ages from upper elementary school through adult, it features descriptions and demonstrations of appropriate behavior in the areas of: personal hygiene; conversations; introductions; telephone and Internet use; table manners; behavior for ladies and gentlemen; manners in public; serving as a host; being a guest. Each topic is discussed in a segment with a review of key points at the end. Upper elementary school - adult. 44 minutes.

BE DVD ROM 16.4 - Manners At Work

Learning Seed

CHICAGO, IL, LEARNING SEED, 2006.

DVD ROM — Good manners are good business, because they make people want to work with you. Etiquette isn't merely about being "nice," it's about being effective in the corporate world. Learn: Making and acknowledging introductions; Proper etiquette up and down the organizational hierarchy; Cubicle courtesy; How to shake hands; Getting along with office co-workers; Electronic etiquette, using cell phones, camera phones, voicemail, and e-mail; Sharing office space and equipment. 20 Minutes

BE VIDEO 15 - Business Etiquette: Maximizing Your Opportunity for a Successful Career

Diamond Educational Productions

COLUMBUS, OH, DIAMOND EDUCATIONAL PRODUCTIONS, 2005.

VIDEO — Business notables address the various facets of proper business etiquette and how it can maximize one's potential for success.

Appropriate dress for the industry, acceptable business behavior, and global relationships are addressed. High School, Post-secondary, Adult 25 minutes.