



<i>Unit</i>	<i>Essential Questions</i>	<i>Content</i>	<i>Skills</i>	<i>Vocabulary</i>	<i>Formative & Summative Assessments</i>
<p>Communication Process (Week 1, 2 Weeks)</p>	<p>Have you ever been misunderstood? Why? What messages do we send and how are they received? What is the difference between verbal and non-verbal communication? What are some common communication barriers?</p>	<p>Students will identify the communication process and practice effective nonverbal communication skills.</p>	<p>Students will be able to: 1) identify the four steps of the communication process: a. Sender encodes message. b. Message is sent. c. Receiver receives message. d. Receiver sends feedback. and 2) recognize the differences between nonverbal and verbal communication.</p>	<p>Encode Decode Feedback The Communication Process Body Language Eye Contact Non-verbal communication Verbal communication Gestures Enunciation Pronunciation</p>	<p>Culture Communication Report Formative: Oral: Oral Report Students will research a culture and report to the class in terms of the communication process including personal space and non-verbal communication. Summative: Test: Standardized</p>

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<p>English Mechanics (Week 3, 2 Weeks)</p>	<p>How important is proper grammar in the communication process? How can knowing your audience affect the language one will use? What are some basic elements of proper punctuation as well as grammar in written communication?</p>	<p>Students will develop correct usage and mechanics in English.</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • use correct spelling in written communications. • use correct punctuation and grammar in written communication • communicate in a clear, courteous, concise, complete, and correct manner; • select language for audience and purpose. 	<p>dangling modifiers redundant words or phrases correct word choice sentences (simple, compound, and complex) audience and purpose. parallelism phrases and clauses subject-verb agreement run-on sentences sentence fragments.</p>	<p>Unit Exam Summative: Test: Common Unit Exam</p>
<p>Oral Communication Skills (Week 5, 2 Weeks)</p>	<p>Why is the use of proper communication skills essential in both personal as well as business settings? What are some regional, international, and cultural differences in communication and how can an understanding of these differences lead to avoiding errors? How does one go about creating and delivering a formal business presentation?</p>	<p>Students will develop and practice effective oral communication skills.</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • use correct pronunciation and enunciation • identify regional, international, and cultural differences in communication • use bias-free language • plan and present short presentations individually or as a group member. 	<p>pronunciation enunciation bias-free language business presentation</p>	<p>Formal Business Presentation Formative: Performance: Authentic Task Students will create and present a formal business presentation from a list of acceptable business topics provided by the teacher.</p>

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<p>Reading Comprehension (Week 7, 2 Weeks)</p>	<p>Have you ever been assigned a reading and realized you just dont have time to do it? What can you do? In Charlie Brown movies, what does the teacher sound like? What does this symbolize?</p>	<p>Students will develop reading strategies that improve speed, comprehension, and retention.</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • interpret a list of vocabulary words, homonyms, synonyms, antonyms, and jargon • read and follow simple directions • select correct reading methods for a particular situation (e.g., skimming, scanning, summarizing, speed reading, and in-depth reading) • assess how point of view or purpose shapes content and style in propaganda, biased, literal, inferential, and factual statements 	<p>homonyms, synonyms antonyms jargon skimming scanning summarizing speed reading in-depth reading etiquette active listening</p>	<p>Mystery Cube Assignment Formative: Performance: Authentic Task</p>

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<p>Writing Business Documents (Week 9, 2 Weeks)</p>	<p>Why is proper grammar important especially in formal business communications? What do you think of a business when there are misspelled words in a letter?</p>	<p>Students will produce effective written communication documents.</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • identify the four steps of the writing process (planning, composing, editing, publishing) • use the writing process to produce e-mails and letters appropriate to task, purpose, and audience • format Block and Modified Block Style letters using open and mixed punctuation 	<p>Writing process (planning, composing, editing, publishing) “You” approach Passive/Active voice Tone Block Format Modified Block Format Outlining Organizing Revising Proof Reading Thesaurus</p>	<p>Written Document Assignment Formative: Written: Informative Have students compose e-mails, letters, and memos using the direct, indirect, and persuasive approaches in either the Block and/or Modified Block formats</p>

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<p>Listening Skills (Week 11, 1 Week)</p>	<p>Why is listening important? What is the difference between hearing and listening? What are some tips/techniques to improve listening skills?</p>	<p>Students will develop and practice proficient listening skills.</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • follow oral directions by listening attentively, taking accurate notes, and asking questions • demonstrate the proper use of telephone techniques • observe verbal cues, speak clearly, be courteous, handle difficult callers, plan outgoing calls, take part in conversation, leave effective messages, concise thorough message • demonstrate courtesy and respect for the speaker through attentive listening 	<p>passive listening active listening Cornell Notes verbal cues telephone etiquette</p>	<p>Cornell Notes Formative: Performance: Authentic Task Students will learn the format and process of taking Cornell Notes</p> <p>Phone Role Plays Formative: Performance: Authentic Task Students will practice role plays using a telephone.</p>

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<p>The Business Environment (Week 12, 2 Weeks)</p>	<p>Have you ever had a boss yell at you or a co-worker? How did it make you feel? What was the result? How might have the situation been handled differently?</p>	<p>Students will apply basic oral and written communication skills in their personal and professional lives.</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • demonstrate proper respect with customers, coworkers, subordinates, and supervisors. • understand and practice the process of conflict resolution by demonstrating correct responses to passive, assertive, and aggressive behaviors • explore positive leadership skills, techniques, and styles, good listening skills, communication skills, and an example of good integrity. • prepare an agenda and conduct a meeting • explore positive teamwork skills, techniques, and styles • incorporate standards of business ethics into effective communication. 	<p>Customers Co-workers Subordinates Supervisors Leadership Leaderships skills and techniques Passive behavior Assertive behavior Aggressive behavior Conflict resolution Leadership Ethics Chains of command: -upward -downward -horizontal Culture</p>	<p>Authentic Role Play Situations Formative: Performance: Dramatization</p> <p>Have students role play situations in which various forms of human behavior are acted out. Other students will identify and label the behaviors being exhibited.</p>

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<p>Technology (Week 14, 1 Week)</p>	<p>How has technology changed the way we conduct personal as well as business communication/transactions? How can technology enhance effective communication?</p>	<p>Students will use technology to enhance the effectiveness of communication.</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • use basic software applications • refine and enhance documents • use electronic spell check, thesaurus, grammar check, layout, design, and graphics. 	<p>software electronic spell check electronic thesaurus electronic grammar check layout design graphics</p>	<p>Document Improvement Exercise Formative: Performance: Authentic Task Students will improve documents provided by the instructor using various software applications including spell and grammar check, layout and design, as well enhanced graphics.</p>

